

A STUDY IN THE PLANNING AND MANAGEMENT OF LIBRARIES
IN HIGHER SECONDARY SCHOOLS OF THE CITY OF GWALIOR (M.P.)

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BY

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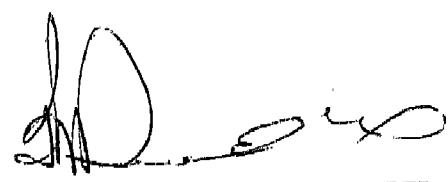
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(Dr. V.S.Parihar)

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CHAPTER I

I N T R O D U C T I O N

1-1 Those who are responsible for the reorganisation and development of secondary education in the country are trying to develop a thinking child-a child who can conduct himself properly in a democratic society and can participate in its activities. In other words a well trained citizen should be the outcome of the training the child receives in the schools. In this context it is most important that the imparting of right kind of knowledge which includes social virtues and fosters intellectual development and practical skill in young boys and girls must be corner stone of any programme of secondary education.

1-2 The standard of interest and general knowledge is getting deplorably poor in the boys and girls of the schools those days. Therefore it is a matter of top priority for those who are responsible for education to promote the desire and habit of general reading amongst the students. This means that good and standard libraries be established in schools, sincere and effective library service be provided to school children.

IMPORTANCE AND ROLE OF SCHOOL LIBRARIES

IN THE DEVELOPMENT OF STUDENTS

1-3 The role of school library in the development of the pupils has well been defined by the Secondary Education Commission. The Commission has laid stress on three major roles of school libraries "First is the training of character to enable students to participate creatively as citizens in the emerging democratic social order Secondly the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country and.... Thirdly the development of their literary, artistic and cultural interest.¹

1-4 The school library helps a great deal to augment further the training which the pupils receive in the class room. The curriculun of secondary education has been since long and even after independence so designed that it fosters in young minds of students love for their nation, desire to build up their

1. Report of the Secondary Education Commission Govt. of India, 1952-53, Page 110.

character and develop an effective personality. The knowledge which is imparted in class room may not be covering full length of purpose as desired but it serves engendering the seeds to germinate in to many good traits of human personality. The school library offers a full choice to pupils to read books of their taste and develop the latent qualities and characteristics of their personality. And what is required of teachers and librarians here is that they should identify the mental needs and requirements of the pupils and help them choose books they need to develop further their basic characteristics. And on the part of pupils it is required that they should also have an open mind receptive to new ideas and not confined within the prison walls of outmoded customs, traditions and beliefs which they inherit in order of mental hierarchy.

1-5 "Accepting the principles implied in this new philosophy" says H.L.Cecil and W.A.Heaps " that the fundamental aim of education is growth toward a realisation of one's best self and greatest social efficiency and that school library service is

essential in any programme of modern education directed towards the attainment of that aim, then the conclusion is apparent that the aim of school library service is the same as the aim of the school."¹

1-6 Many great educationists have vehemently emphasized the need of a good library in every school but very little of it has ^{been} realised by those who are responsible to lead the nation and organize the younger generation whom they expect to grow in to a better and awakened citizens of tomorrow. "The Library" says B.L. Johnson, "is not an end in itself; it is means to an end the adjustment, the growth and the development of the individual pupil."²

1-7 The school library plays a vital role in helping each pupil to discover himself and to adopt higher ideals in life and choose a useful career. It increases scholastic efficiency affords inexhaustible mental pleasure, provides specific information on field of interest and sharpens the edges of skills and knowledge.

1. "School Library Service in the United States New York, Wilson, 1940", H.L.Cecil and W.A.Heaps, P.21.
2. B.L.Hohnson "The Integrating Function of the School Library," in California Journal of Secondary Education, V-12 December, 1927, PP. 461-4

1-8 To summarise what is said above in reference to the role and importance of the school library in the development of the pupils, we would do best to quote from C.G.Viswanathan - chartered Librarian of Banaras Hindu University in 1957 - "The specific functions of the school library" are :-

- (1) to provide material to supplement and enrich instructions and guidance given in the class room;
- (2) to acquire and display books and periodicals to satisfy the varying demands and interest of school children so that they develop out side the scope of the curriculun in intellectual, artistic or practical pursuits;
- (3) to educate and train the pupils in the effective use of books and libraries as ⁿsouces of information;
- (4) to furnish opportunities for children to learn and practise responsibilities of varioys kinds;
- (5) to introduce the growing adolescents to the vast resources of public and special libraries which provide opportunities for life long education."¹

With this background of the role of school

1. C.G.Viswanathan, "The High School Library - its organisation and administration," Page - 8.

libraries we would now proceed to introduce other aspects that help us to complete the study of school libraries in the higher secondary schools of Gwalior city.

PROVISION FOR SCHOOL LIBRARIES IN

MADHYA PRADESH

1-9 It is accepted in principle and as tradition in the world of education to provide every school with a library howsoever big or small it may be. There exist no norms to establishment of libraries in schools. Even primary schools in Madhya Pradesh have been provided books fewer of course in number they may be but they are given to schools in the name of library. So every higher secondary school irrespective of its strength of students is provided a library. In Gwalior there were 10 boys and 8 girls higher secondary schools run by the govt. and 15 boys and 2 girls higher secondary schools run by private agencies. All these schools have libraries with different conditions of their own.

DEFICIENCIES IN THE PRESENT SYSTEM OF SCHOOL LIBRARIES

1-10 A sample survey was done of 10 govt. and 5 govt. aided private higher secondary schools of Gwalior city.

In some of the govt. schools libraries are lying almost defunct. The collection of books is kept in almirahs or boxes since the day it was purchased. Most of the school libraries are not managed properly. Very few schools have trained librarians but there are librarians only and no other assistant nor even booklifters to help them.

1-11 In some schools there is no post of librarian but libraries are there and books are also supplied to these schools by the Education Deptt. from time to time along with other schools where there is provision for librarian. Such school libraries are under charge of teachers or laboratory assistants.

1-12 The problem of space to house the almirahs and arrange tables and chairs for pupils to read books is practically with all the schools. The books are stocked and entered in the accession register like general articles. Such vulnerable state of school libraries have cost much to state exchequer and at the same time set the students community at loss for not having used them. In fact "library" says Prof. Moonis Raza "should be transformed from a prison house of books to a centre of activity. It should

be liberated from itself. The library should serve as an instrument of social change the library has now to act as a living source for conveying living vibrations of the living human beings with the changing time."¹

NEED :-

1-13 Although much has been done in regard to quantitative expansion in education but little attention has been paid to improve physical facilities particularly in the field of library facilities which lead to qualitative improvement. Purchase of books alone for libraries in schools does not serve the purpose. A proper library service is also required to make good use of the library or else it remains no better than a godown of books. Hence it is required for prudence to investigate in to the planning and management of school libraries of some schools.

THE OBJECTIVES OF STUDY

1-14

1. To study the existing system of acquisition, processing and retrieval of the library books and other material.
2. To analyse the existing system of school libraries in terms of their adequacy, utilisation and

1. Lecture delivered by Prof. Moonis Raza on "The Role of Libraries in National Development and Reconstruction" in a orientation seminar organised on "Planning And Management for Senior Administrators of Public Library Services" on 6th Feb. 1984 in National Institute of Educational Planning And Administration, New Delhi.

usefulness.

3. To identify major issues and problems in planning and management of school libraries.

4. To suggest an operational plan for development of school libraries.

Keeping in view these objectives it would not be out of reference to review in brief the earlier studies made in this subject.

REVIEW OF EARLIER STUDIES

1-15 Mr. M.S.Satya Narayan, a Participant of the Second batch of D.E.O.'s training programme in NIEPA had submitted his dissertation on "A Study of the working of Secondary School Libraries in Mangalore, District of Karnataka State," In this thesis the author has not gone in to details of the system of working of the school libraries of Mangalore District. The whole study made seems to be surfacial. The author has not tried to identify the causes that have led to lack of interest in students for reading books and making use of library. In the same way causes have not been traced out for malfunctioning of school libraries. In making sample survey and collection of base data the author has ofcourse made sincere efforts

but he has not covered other aspects regarding variegated interests and choice of students in reading books of different subjects; and the role of teachers to inspire and train the students to use library has also been left untouched. The role of librarians has not been given importance to make a mention even in respect of libraries. Similarly the role of Principals has also been neglected which is ofcourse of great importance in respect of working of libraries.

But overall he has been able to present a glimpse of the working of school libraries of Mangalore District in Secondary Schools.

1-16 Another work worth mentioning is a report prepared on the basis of collection of the lectures delivered by eminent administrators, experts, educationists and library and information scientists in connection with "Orientation Seminar on Planning and Management for Senior Administrators of Public Library Services," organised by N.I.E.P.A. in Feb. 1984. In this document the speakers have covered almost all the aspects covering planning and management of libraries and also their linkages with formal and non-formal system of education.

Their role to activitiessethe social life and fostering good habits in the youth of today has been greatly emphasised by almost all the speakers in some way or other. Dr. R.P.Singhal while explaining the need of using library in the process of learning said "Education can not function in isolation. There should be an alround integration in formal and non-formal system (of education) Public libraries and the mass media in case we wish to achieve the greatest out put. They are complimentary to each other and should actively interact."

Shri M.M.Kapoor has elaborately presented the concept of planning as taking of decision for future actions with a view to achieving pre-determined objectives through optimal use of scarce resources in the field of education and public library services.

Another important aspect of library is of its personnel management which has been fully covered by Dr. C.L.Anand, Joint Educational Advisor and Mr. S.C.Biswas, Director Central Secretariate Library. Mr. Biswas says that the library personnels "need to be acquainted with certain essential skills such as being able to deal pleasantly with the

people and to work efficiently with the library material."

The work over all presents a good study and wide information on management aspect of libraries.

SAMPLING :-

1-17 For this 10 higher secondary schools of the state govt. and 5 higher secondary schools of the private agencies have been taken as samples for survey and data collection.

For collecting information about utilisation of library 45 teachers and 45 students of govt. schools and 20 teachers and 20 students of govt. aided private schools have been taken as samples.

SCOPE OF STUDY

1-18 (1) The conclusion and findings of the study will be helpful in planning the utilisation of the available facilities optimally.

(2) It will be helpful in the improvement of the existing facilities in the libraries of Higher Secondary Schools of Gwalior city.

(3) It will be helpful in attracting the attention of the concerning administrative authorities in the state govt. and private agencies to provide better management.

DELIMITATION :-

1-19 This study is limited to the libraries of Higher Secondary Schools of govt. as well as of govt. aided private schools of Gwalior city only.

TOOLS AND TECHNIQUE

1-20 The study has been conducted by survey method. The datas have been collected through questionnaires, interview schedules and on the spot studies of school libraries. The questionnaires (Annexures I II III IV) have been filled in by the Principals, Librarians, Teachers and Students of Higher Secondary Schools.

METHODOLOGY :-

1-21 The present existing facilities in school libraries have been examined. The problems and issues have been spotted out. An operational model for adequate material and equipment has been prepared and norms established.

CHAPTER II

1

ANALYSIS OF EXISTING SITUATION

To proceed with our studies in planning and management of the school libraries of Gwalior city it would be better to study their existing situation in respect of their planning organisation, management and functioning.

I. PLANNING AND ORGANISATION

1. LIBRARY AND LIBRARIANS

2-1 The school libraries of Gwalior city are not properly manned. About 40 percent of them are under charge of teachers or laboratory attendants. In some schools there are trained librarians but they are not provided with assistants nor even book lifters to make the libraries function adequately. The following table shows the position of schools where librarians or teacher librarians are working.

Table 2 - 1

SCHOOLS HAVING LIBRARIANS OR TEACHER LIBRARIANS

Type of schools	Teacher Librarian	Librarian	Teacher	Lab. Attendants	Total
Govt.	50%	40%		10%	100%
Aided	80%	20%		-	100%
<u>Total</u>	<u>60%</u>	<u>33.33%</u>		<u>6.67%</u>	<u>100%</u>

2-2 In comparison to govt. schools aided schools are much better in regard to library services. 80 percent aided schools have librarians and separate rooms for libraries where as in govt. schools 50 percent of them have trained librarians and 40 percent schools have separate library rooms.¹ The following table indicates the position of trained or untrained librarians in the schools.

Table 2 - 2

POSITION OF TRAINED OR UNTRAINED LIBRARIANS

<u>Type of Schools</u>	<u>Trained</u>	<u>Untrained</u>	<u>Total</u>
Govt.	50%	50%	100%
Aided	<u>60%</u>	<u>40%</u>	<u>100%</u>
Total	<u>53.33%</u>	<u>46.67%</u>	<u>100%</u>

2. FACILITIES IN SCHOOL LIBRARIES -

SPACE AND FURNITURE :-

2-3 Some 60 percent of school libraries of Gwalior city under govt. control are ill-equipped. They do not have separate rooms for libraries and sufficient almirahs to keep collection of books. This problem of inadequate library material is with govt. schools only. In aided schools libraries have been housed in separate rooms and sufficient almirahs have been provided to them to keep the books safe and properly arranged.

1. See Table, (2) - 3.

2-4 The schools which do not have separate library rooms have housed their libraries either in common halls or in staff rooms. The following table shows the position of schools having separate rooms for libraries.

Table (2) - 3

SCHOOLS HAVING SEPARATE ROOMS FOR LIBRARIES

Type of Schools	Having separate room	No separate room	Total
Govt.	60%	40%	100%
Aided	80%	20%	100%
Total	67%	33%	100%

STOCK POSITION OF ALMIRAHS FOR LIBRARIES

Table (2) - 4

Type of schools	Having sufficient almirahs	Not having suff. almirahs	Total
Govt.	40%	60%	100%
Aided	100%	-	100%
Total	60%	40%	100%

2-5 In 1982-83 there was a mass scale supply of books for about Rs 11500=00 to each school from Directorate of Education but almirahs were not supplied with these books. In that year many govt. schools were compelled to fill the books in jute bags and threw them in store rooms. Some had

filled them in tin boxes or rolled them up in bundles.

2-6 A question was asked to librarians during sample survey as whether they had separate rooms or cabins to sit ? Forty percent librarians of govt. schools made affirmative reply and 60 % said NO, they did not have even a wooden compartment to sit and work. The seating arrangement for readers is not available in about 70 percent of schools libraries.

Table (2) - 5

SCHOOLS HAVING SEPARATE ROOMS FOR
LIBRARIANS

Type of schools	Having separate room	Having no separate room	Total
Govt.	40%	60%	100%
Aided	—	100%	100%
Total	27%	73%	100%

MANAGEMENT

(I) ACQUISITION OF BOOKS :-

1. BOOK SELECTION :-

2-7 Books in govt. schools are either supplied by the Directorate or purchased by the Principals. There are Selection Committees at both the levels but as a matter of practice vested interests play

a great part at these levels. The choice, need and requirement of teachers and students for whom these books are purchased are not paid any attention. The bigger interests kill down the smaller interests and as a result third rate books are purchased like dross material and thrown down in school libraries. They are not good books, nor interesting even for pupils nor providing sufficient information to subject teachers for class room teaching.

2-8 In sample survey it was found that 90% govt. schools have Selection Committees to recommend books for purchase in their libraries. In 10% schools books are purchased on the recommendation of individual subject teachers.

The following table shows the existence of selection committees in govt. and govt. aided private schools.

Table (2) - 6

SELECTION COMMITTEES IN THE SCHOOLS

<u>Type of schools</u>	<u>Schools having selection committees</u>		<u>Schools having no selection committee</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Govt.	9	90	1	10
Aided	2	40	3	60
Total	11	73	4	27

2-9 The above table shows that govt. schools observe formalities more in comparison to those of private schools. The Selection Committee consist of 3 to 5 members of the staff. In 80% of govt. and 100% of aided schools librarians are also consulted for selection of books. The Selection Committee is headed by the Prindipal or some senior most member of the school.

2. PURCHASE OF BOOKS :-

2-10 This practice of purchase by higher auth-
orities is not so common with the aided schools as it is with the govt. schools. In aided schools Principal are generally given a free hand in respect of control and management of their schools. In some cases they represent in Managing committees also as Secretary ex-officer.

2-11 There exist purchase committees in some schools to approve rates, terms & conditions to purchase books recommended by the selection comm-
ittees but in most of the schools govt. and aided these committees do not exert power. They are generally "Yes men bodies" signing under the thumb of the heads of institutions. Their existance is

not easily tolerable if they assume their part as work to rule. So most of the Principals avoid to form them. The following table clearly shows the position of the existence of purchase committee in schools.

Table (2)-7

EXISTANCE OF PURCHASE COMMITTEES IN SCHOOLS

Type of Schools	Yes	No	No-reply	Total
Govt.	30%	10%	60%	100%
Aided	40%	20%	40%	100%
Total	33.33%	13.33%	53.34%	100%

2-12 Fifty three percent of Principals of both govt. and aided schools have not replied. This non existance or weak existence of purchase committees in schools shows that vested interests in bulk purchase play their part at lower levels also. Here again choice of students and teachers is likely to be paid little or no attention or rather neglected. How one can expect good books in libraries if the state of affairs go like this ?

It is due to this rampant corruption that most of the students have complained that they do not find interesting books in their libraries.

3. PROCESSING OF BOOKS :-

2-13 When the books received in libraries; they are entered like other articles in accession registers by the librarian or the teacher librarian as the case may be. The books are given accession numbers. They are not classified according to Dewey's decimal classification system. The classification is done simply subject wise. Separate registers or sheets for each subject are maintained to facilitate selection of books by readers. It is needless to say that except in few aided and govt. schools proper cataloguing is not at all in practice. Readers whether teachers or students find it very difficult to find the books they want. In fact accession register is used to serve the purpose of index also. And as a matter of practice students are not allowed to handle this register, because it is a very important record. Books have to be chosen by teachers by turning over the pages of this register and for the students they have to express their choice of subject (not of books) to teachers and they or the librarian select out books for them. Needless to say that processing of books

in school libraries is very defective and practically the purpose of library use is defeated.

2-14 "Cataloguing" says Prof. C.G.Viswanathan, "is a disciplined art, the practice of which calls for proper study and understanding.In order to bring to the notice of the students and teachers all the resources of a school library, a good catalogue is indispensable."¹

4. NATURE OF BOOKS AVAILABLE IN CITY SCHOOL LIBRARIES :-

2-15 In the city school libraries almost all kinds of books are available. There are books on science, humanities, social science, literature and general references. The following table shows clearly the nature and average number of books available in school libraries.

Table (2) - 8

NATURE AND AVERAGE NUMBER OF BOOKS AVAILABLE IN SCHOOL LIBRARIES.

<u>Nature of books</u>	<u>Govt. Schools</u>	<u>Aided Schools</u>	<u>Total</u>
1. Based on curriculun	1227	665	1040
2. Poetry	180	175	178
3. Novels	497	217	404
4. History of literature	130	118	126

1. "The Higher School Library" by C.G.Viswanathan,
Page - 101.

<u>Nature of books</u>	<u>Govt. Schools</u>	<u>Aided Schools</u>	<u>Total</u>
5. Education	91	65	82.5
6. Art	85	825	332
7. Science	366	551	428
8. Reference Books	29	129	63
9. Social Science	57	37	50
10. Misc.	1661	1751	1690

2-16 But it is very difficult to say as how many of them are of use. In govt. schools old stock of books is so much so that new arrivals in books generally do not find proper location. The system of discarding old and out dated books in govt. schools is very complicated. Even Regional Directors are not delegated with sufficient powers to write off old stock. Therefore old stock of outdated books stands as a problem of which many librarians have complained and made suggestions to remove waste books.

2-17 In aided schools the problem of old stock is not so serious. The managing committees are empowered to write off the books required no longer.

5. PERIODICALS AND NEWS PAPERS :

2-18 Another aspect of school library is a facility of reading room. In most of the schools facility of

reading room is not available. The main difficulty in respect of reading room is of space. There is no separate room for reading periodicals and news papers. Therefore very formally few schools spend money on subscribing for news papers and periodicals. The following tables would indicate the availability of separate reading rooms and periodicals in schools of the Gwalior city.

Table (2) - 9

AVAILABILITY OF SEPARATE READING ROOMS

<u>Type of School</u>	<u>Available</u>	<u>Not Available</u>	<u>Total</u>
Govt.	20%	80%	100%
Aided	Nil	100%	100%
<u>Total</u>	<u>13.33</u>	<u>86.67</u>	<u>100%</u>

Table (2) - 10

AVERAGE AVAILABILITY OF NEWS PAPERS & PERIODICALS

I. Govt. Schools :

<u>Papers and Periodicals</u>	<u>Hindi</u>	<u>English</u>	<u>Sans.</u>	<u>Marathi</u>	<u>Urdu</u>	<u>Total</u>
Daily	1	1	-	-	-	2
Weekly	1	-	-	-	-	1
Fortnightly	1	-	-	-	-	1
Quarterly	-	-	-	-	-	-
Monthly	1	1	-	2	-	4

II. Aided Schools :

<u>Papers and Periodicals</u>	<u>Hindi</u>	<u>English</u>	<u>Sans.</u>	<u>Marathi</u>	<u>Urdu</u>	<u>Total</u>
Daily	2	1	-	-	-	3
Weekly	2	1	-	-	-	3
Fortnightly	1	1	-	-	-	2
Quarterly	-	-	-	-	-	-
Monthly	5	1	-	-	-	6

2-19 The question arises that when there is no facility of reading rooms to read periodicals why ofcourse they at all are subscribed in such schools ? The answer is that they are subscribed for the use of teachers in staff room.

III. METHODS OF ISSUING BOOKS TO STUDENTS AND TEACHERS :

In most of the schools periods for library use are not provided. The students receive books from libraries either in vacant periods or after school hours. The following table shows the position of schools having provision of library periods.

Table (2) - 11

SCHOOLS HAVING PROVISION OF LIBRARY PERIODS

<u>Type of School</u>	<u>Having provision</u>	<u>No provision</u>	<u>Total</u>
Govt.	20%	80%	100%
Aided	40%	60%	100%
<u>Total</u>	<u>26.60%</u>	<u>73.40%</u>	<u>100%</u>

2-20 For issuing books there is maintained an Issue Register in the library. The child comes in to the library and asks the librarian to help him give a book of his choice. The trained librarians have adopted the system of sheet cataloguing or Register cataloguing to help readers select the books of their choice but in most of the schools they have to depend on teachers or librarians for selecting books. The card system for issuing books is adopted in very few schools. And these are those schools where trained librarians are working. At random survey of 10 govt. schools it was found that 50 percent of them have adopted open shelf system but this is meant for teachers and not for students. The following table shows the practice of shelf system adopted in the school libraries of Gwalior city.

Table (2) - 12

SHELF SYSTEM IN SCHOOL LIBRARIES

Type of Schools	Open shelf	Closed shelf	Total
Govt.	50%	50%	100%
Aided	20%	80%	100%
<u>Total</u>	<u>40%</u>	<u>60%</u>	<u>100%</u>

2-21 The main difficulty in keeping the open shelf system is that the students crowd often indulge in sabotaging activities and disrupt the whole library system. The poor use of libraries in schools is also very much due to the students rowdyism. Therefore closed shelf system is far safer at least for library employees sake because they are more interested in keeping their skin safe than affording facilities to students just that library is meant for them.

III. AUDIO VISUAL AIDS IN SCHOOL LIBRARIES :

2-22 As for audio - visual material in libraries there is not a single library in the schools of Gwalior where this material may be in use as part of library facilities. In some schools audio-visual material like film strips, projector slides, cassettes, Radios are there but they have been purchased and are being used in science laboratories.

FUNCTIONING :

I. USE OF LIBRARIES :

2-23 It can be said for certain that libraries in the city schools except very few are not properly used. It will also not be far from truth to say that they are almost defunct units of school system. I have tried to explain in the Table No. (2) - 22 as

why the libraries are not properly used but presently I will limit myself to tell exactly the average number of books used by students and teachers. For this I have taken the academic sessions of 1982-83 and 1983-84 as base years for drawing conclusion.

Table (2) - 13

AVERAGE NUMBER OF BOOKS ISSUED TO STUDENTS

YEAR 1982-83

<u>Schools</u>	<u>No. of students</u>	<u>Books issued</u>	<u>Average number of books per stud.</u>
Govt.	6510	10615	2 approx.
Aided	4177	16019	4 approx.
<u>Total</u>	<u>10687</u>	<u>26634</u>	<u>3 approx.</u>

YEAR 1983-84

Govt.	6650	13172	2 approx.
Aided	4210	17434	4 approx.
<u>Total</u>	<u>10860</u>	<u>30606</u>	<u>3 approx.</u>

Table (2) - 14

AVERAGE NUMBER OF BOOKS ISSUED TO TEACHERS

YEAR 1982-83

<u>Type of Schools</u>	<u>No. of Teachers</u>	<u>Books issued</u>	<u>Average Number</u>
Govt.	308	4554	15 approx.
Aided	140	2109	15 approx.
<u>Total</u>	<u>448</u>	<u>6663</u>	<u>15 approx.</u>

YEAR 1983-84

<u>Type of Schools</u>	<u>No. of Teachers</u>	<u>Books issued</u>	<u>Average Number</u>
Govt.	308	6142	20 approx.
Aided	140	2629	19 approx.
Total	448	8771	20 approx.

2-24 It is seen from the above tables that students in govt. schools get less benefit in comparison to those in aided schools. But the teachers are more or less equally benefited in both, govt. and aided schools.

II. UTILISATION OF LIBRARY FACILITIES :

The issue of utilisation of library facilities was studied from various sources and various phases of actual utilisation of facilities came to light during sample survey. Some students and teachers did not reply but most of them replied very honestly.

1. EXTENT OF UTILISATION :

2-25 Majority of students and teachers borrow books from libraries. The following tables show the percentage of numbers of students and teachers borrowing books from libraries.

Table (2) - 15

<u>Type of Schools</u>	<u>STUDENTS NUMBER IN %</u>			<u>Total</u>
	<u>Borrow books</u>	<u>Do not borrow books</u>	<u>No reply</u>	
Govt.	71%	16%	13%	100%
Aided	80%	10%	10%	100%
<u>Total</u>	<u>74%</u>	<u>14%</u>	<u>12%</u>	<u>100%</u>

Table (2) - 16

<u>Types of Schools</u>	<u>TEACHERS NUMBER IN %</u>			<u>Total</u>
	<u>Getting books as per need</u>	<u>Not getting books as per needs</u>	<u>No reply</u>	
Govt.	62%	29%	9%	100%
Aided	100%	---	--	100%
<u>Total</u>	<u>74%</u>	<u>20%</u>	<u>6%</u>	<u>100%</u>

2-26 Second phase of utilisation of library is the number of books which the students and teachers get at a time from the library and the number of days they are entitled to retain. The following table shows the average number of books which the students get at a time and the number of days they retain them.

STUDENTS :

Table (2) - 17

Type of Schools	Average books issued at a time	Average number of days they are issued for	Generally they retain for
Govt.	1	4	7
Aided	1	7	9

TEACHERS :

Govt.	4	6	1 year
Aided	5	3	1 year

2-27 The study of this table in the light of Table (2) - 13 shows that at an average the students take 1 to 2 books in a year and this is also the average number of books the students get a time from the school library.

2-28 As for teachers they are issued 4 to 5 books at a time which they can retain from 3 to 6 days but generally they retain them for the whole year. At an average 15 to 20 books are issued to teachers in a year.

2-29 Third phase of the aspect of utilisation of libraries is whether the teachers who are generally reported to be in habit of getting issued a good number of books, actually obtain them for their personal use or to oblige their friends and students.

It was found in survey that about 70 percent of teachers borrow the books for their personal use, but they oblige their students also. This habit of obliging to students is mostly among govt. teachers.

The following table shows the motive of teachers in getting books from their school libraries.

Table (2) - 18

MOTIVES BEHIND BORROWING OF BOOKS

Type of Schools	For personal use	For personal use as well as for students use	Total
Govt.	69%	31%	100%
Aided	70%	30%	100%
Total	69.25%	30.75%	100%

2-30 Fourth phase of the utilisation of library facilities is average number of books actually read by students and teachers. As I have said 65 teachers and 65 students were taken ^{as} sample for survey (45 each from govt. schools 20 from aided schools). Now the following table indicates clearly the model number of readers from students and teachers who actually read the number of books as indicated in 15 days time.

Table (2) - 19

BOOKS READ BY TEACHERS OF GOVT. SCHOOLS :

<u>No. of Books</u>	<u>No. of teachers</u>	<u>Cumulative Frequency</u>
<u>x</u>	<u>f</u>	<u>cf</u>
1-2	21	21
3-4	15	36
5-6	7	43
7-8	1	44
9-10	0	44
11-12	1	45

BOOKS READ BY TEACHERS OF AIDED SCHOOLS :

<u>x</u>	<u>f</u>	<u>cf</u>
1-2	10	10
3-4	4	14
5-6	2	16
7-8	1	17
9-10	2	19
11-12	1	20

Table (2) - 20

BOOKS READ BY STUDENTS OF GOVT. SCHOOLS :

<u>No. of Books</u>	<u>No. of students</u>	<u>Cumulative Frequency</u>
<u>x</u>	<u>f</u>	<u>c, f</u>
0	0	0
1	23	23
2	14	37
3	5	42
4	1	43
5	2	45

BOOKS READ BY STUDENTS OF AIDED SCHOOLS :

0	0	0
1	4	4
2	11	15
3	2	17
4	2	19
5	0	19
6	0	19
7	1	20

2-31 The above tables indicate that maximum number of teachers i.e. 21 from govt. schools and 10 from aided schools read at an average 1 to 2 books in 15 days while maximum number of students i.e. 23 from govt. schools read 1 book in 15 days whereas maximum number of ^{Students} i.e. 11 from aided schools read 2 books in 15 days. In this way majority of students who read 20 books in the whole session of 10 months get only 2 books from the school library and 18 from out side resources. In terms of percentage school library is meeting only 10% needs of the students. The same thing is more or less with the teachers also.

In comparison to students and teachers of govt. schools the students and teachers of aided schools show slightly better merits.

The following table shows the reading capacity of teachers and students.

Table (2) - 21

<u>Types of Schools</u>	<u>Books read by teachers in 15 days</u>	<u>Books read by students in 15 days</u>
Govt.	48%	49%
Aided	52%	51%
	100%	100%

2-33 The study of table No. (2) - 22 clearly shows that major causes for not using library facilities by student are as following :

- (1) Books that may be interesting to students are not available in the libraries.
- (2) Much time is consumed in reading course books hence no time is left for reading other books.
- (3) It is difficult for students to get books easily from libraries.

And that 17 percent of students who did not answer the query seem having blocked their minds for reading at all.

2-34 When the opinion of the Principal regarding utilisation of libraries by students and teachers was taken to record, their opinion was some what different. According to Principal's adequate use of library by students and teachers is between 34 to 40 percent as shown in the following tables.

IN PERCENTAGE UTILISATION BY STUDENTS :

Table (2) - 23

Type of Schools	Fully utilised	Partially utilised	Not at all utilised	Total
Govt.	30	50	20	100%
Aided	40	60	--	100%
Total	34	53	13	100%

IN PERCENTAGE UTILISATION BY TEACHERS :

Table (2) - 24

Type of Schools	Fully utilised	Partially utilised	Not at all utilised	Total
Govt.	40	20	40	100%
Aided	40	60	--	100%
Total	40	33	27	100%

(2) NATURE OF BOOKS READ BY STUDENTS AND TEACHERS :

While studying the aspect of utilisation of library facilities it was worth knowing as what are the various reading tastes of students and teachers i.e. what kind of books they like to read most and what is their order of preference in choosing books for study.

For this data were collected from librarians, teachers and students. The result are as the following table shows.

INFORMATION GIVEN BY LIBRARIANS ABOUT THEIR SCHOOLS
SHOWING NATURE OF BOOKS READ BY STUDENTS AND TEACHERS

STUDENTS : Table (2) - 25 In %

Books

Types of Schools	No. of schools	based on curriculun	Literary	Sci- ence	Gen- eral	Soc- ial	Misc- ence	Total
Govt.	10	40	5	25	20	5	5	100
Aided	5	42	5	22	21	4	6	100

TEACHERS :

Govt.	10	25	15	6	8	6	40	100
Aided	5	28	12	9	3	3	45	100

Table (2) - 26

INFORMATION GIVEN BY THE TEACHERS ABOUT THE
NATURE OF BOOKS THEY READ

IN %

Types of Schools	Related to subject of their teaching	All				Total
		Literary	Education	General	types	
Govt.	30	20	6	4	40	100%
Aided	35	15	8	4	38	100%

Table (2) - 27

IN % INFORMATION GIVEN BY STUDENTS ABOUT THE
NATURE OF THE BOOKS THEY READ

S C H O O L S

<u>NATURE OF BOOKS</u>	<u>Govt.</u>	<u>Aided</u>
1. Based on curriculun	30	32
2. Based on prescribed books	10	12
3. Stories	8	6
4. Novels	-	-
5. Poetry	5	3
6. Science	22	18
7. General knowledge	20	22
8. Misc.	5	7
<u>Total</u>	<u>100</u>	<u>100</u>

2-36 On the basis of study conducted as above it is clear that the books based on curriculun are preferably read most by students and teachers. But looking separately, preferences of teachers and students according to their nature of work, are different. They are as following.

Table (2) - 28

BY TEACHERS	BOOKS READ IN ORDER OF PREFERENCE	BY STUDENTS
All types	1	Based on curriculu
Related to teaching subjects	2	Science
Literary	3	General Knowledge
Education	4	Based on <u>prescribed books</u>

(3) PURPOSE BEHIND USING LIBRARY BOOKS :

2-37 The students and teachers read books with having different purposes. The survey analysis shows that purposes of teachers and students are different from each other according to their nature of work. The interest of students are confined to their curriculum while the interest of teachers are varied and many. But the main object before teachers is to increase their knowledge.

The following table shows clearly the purposes of students and teachers.

Table (2) - 29

PURPOSE OF READING FOR TEACHERS : In %

Type of Schools	To prepare for class room teaching	To increase knowledge	To enjoy reading & for recreation	For all the three	Total
Govt.	20	40	10	30	100%
Aided	30	45	--	25	100%

Table (2) - 30

In % PURPOSE OF READING FOR STUDENTS :

<u>Purpose of reading</u>	<u>Types of Schools</u>	
	<u>Govt.</u>	<u>Aided</u>
1. To increase knowledge of the subjects of study	45	40
2. To prepare for particular examination	20	18
3. To read for recreation only	3	4
4. To pass time	---	---
5. To increase general knowledge	30	35
6. To show parents that you are a studious one	2	3
7. Any other	---	---
<u>Total</u>	<u>100</u>	<u>100</u>

2-38 The table (2) - 29 shows that the interest of teachers are not limited to the study for preparation of their subjects of teaching only but they have wider interests behind reading books. They read mainly to increase their knowledge and they read for all the purposes for which the books ^{are} really meant.

2-39 It is also very good to mark that the students community is quite awakened to their future career. The table (2) - 30 shows that majority of students is interested more in increasing the knowledge of their subjects of studies where their future lies. They give their second attention to increase their general knowledge which is also helpful to them to compete in different examinations for their further studies and employment also.

(4) STEPS UNDERTAKEN BY THE TEACHERS TO INculcate
READING HABITS IN STUDENTS

2-40 The question of indulging reading habits in students was examined from different angles. For this data were collected from Principals, Librarians, and Teachers. Interviews were also taken of librarians and teachers of some standard schools.

2-41 When the Principals were asked whether they had provided separate period for library use in their school time table ? Seventy three percent of them made negative reply,¹ and said they were not in position to do that because there was congestion of periods due to teaching subject periods. The reasons they describe for not providing the library periods are as following:

- (1) There is no separate room available to serve as reading room.
- (2) Even in libraries there is no sufficient space to arrange chairs and tables for turning the spot in to a reading room. The students can not be sent to library rooms even in vacant periods.
- (3) In most of the schools there is no librarian. Teachers are working as librarian. And in their capacity of being teachers they have to devote most of their time in teaching periods.
- (4) Some more than 50 percent of schools are run in double and triple shifts having hardly four hours of working which is barely sufficient for teaching periods only.

1. See table (2) - 11.

2-42 As for teachers it was found that major number of teachers advise the students during their class room teaching to read books from library. Not only this most of them like to help the students in getting books from libraries. The following tables show their effort in creating an aptitude in children for reading good books.

Table (2) - 31

In % ADVISING STUDENTS TO READ BOOKS

<u>Types of Schools</u>	<u>Generally advise</u>	<u>Advise sometimes</u>	<u>Never advise</u>
Govt.	87	9	4
Aided	85	15	-
Total	86.0	11.0	3.0

Table (2) - 32

In % HELPING STUDENTS IN GETTING BOOKS

<u>Type of schools</u>	<u>Whether helping</u>	<u>Never helping</u>
Govt.	89	11
Aided	45	55
Total	75	25

2-43 Although teachers often advise the students but most of them are of the opinion that students

are not interested in reading these days. And those who want to read are not provided facilities to get books of their choice. Some teachers make frequent references to standard books and their authors during their teaching periods which is also an indirect suggestion and inspiration to go to library and read.

2-44 Some teachers tell them stories relating to discoveries in science, history and geography and ask the students to read works or pieces of research papers of the same nature published in different periodicals. Some teachers who have adequate facilities of libraries in their schools take the students to library hall and ask the students to just see the books of their choice and if willing to read take them to read at home.

CHAPTER



III

PLANNING AND MANAGEMENT OF SCHOOL LIBRARIES :

PROBLEMS AND ISSUES

The libraries of the schools of Gwalior city have no scarce of problems. The problems and issues are of planning and management which we can put in to four categories as following :

- (a) Administrative
- (b) Technical
- (c) Financial &
- (d) Physical

We will state in brief the problems related with each one of them.

ADMINISTRATIVE PROBLEMS :

3-1 Planning and organisation of libraries are mainly administrative concern. Administration in regard to libraries has to be viewed in both the ways-internal and external. External administration is in concern with the authorities in the government and in the private managements. The internal administration is concerned with the library itself i.e. its upkeep and plant management which is the job of the librarian to see and maintain.

PROBLEMS OF INFRARSTRUCTURE

SPACE AND LOCATION OF LIBRARIES :

3-2 In sample study it was observed that only 67 percent schools have separate rooms for libraries while 33 percent are housed in office or staff rooms or in halls. Reading rooms are integral parts of libraries but separate rooms are not available for them. Hence library service is almost ineffective. The library rooms also do not have enough space so as to cut a little of it to convert it in to a reading room by arranging chairs and tables for readers. Even if the librarian may try to adjust the space to accomodate a class, it is not possible to do so for the simple reason that average number of students in a class is exceeding 60. "As a minimum there should be accomodation for a whole class, plus a number of individual readers, provision must be made for collection of books appropriate to the size and work of the school and for the necessary equipment."¹

1. "School Libraries - a short Manual",
by C.A.Stott, Page 15.

STAFFING OF LIBRARIES :

3-3 A trained librarian, with atleast one trained assistant librarian and two book lifters may be a minimum required set up of library staff which is not provided in most of the schools. The trained librarians whom I found enough awakened to their duties have a lot of complaints and they repent for their fate as they are not provided adequate hands to help them render effective library service which they very much like to do.

3-4 In sample survey as it is described in previous chapter that only 60 percent schools are such where librarians are provided, 40 percent are under charge of teachers or laboratory attendants. In no school asstt. librarian or book lifters are provided. Therefore the question of well managed library rendering adequate service does not arise. A poor upkeep is visible in many libraries except very few. One trained librarian of a standard school of city said that due to having no assistant to help him he often had to refuse for availability of the book-- a pretence which no doubt pricks his soul.

LOW PROFILE OF LIBRARIAN :

3-5 The librarians have to work under a low profile. In some schools they are not treated as faculty members. In govt. schools the Principals assign them office work and invigilation duties not because that they regard them as faculty members but because they are in their eyes as general employees belonging to a different cadre who can be employed any where, where required for, to fill up.

NORMS FOR SELECTION AND PURCHASE OF BOOKS

3-6 There are no norms accepted for selection of books to purchase for library in M.P. Regardless of the needs and requirements of the schools books are purchased in bulks. Generally they are above standard of the students capacity of age and ability and do not fulfill their requirements or sometimes they are even below standard. Purchase made in March 1983 by the Directorate of Education Department showed in many ways the lack of proper selection. Censorship of books is a must for school libraries if not for public libraries. All educators will agree that the overriding question is : "Is

the book likely to hinder or help the work which the school is seeking to do in the development of personality ? and this is the fundamental principle of judgement.¹

3-7 In schools the selection committees are ofcourse in existence but very seldom they find the opportunity to recommend books because very seldom library grant is received in schools. Principals of govt. schools do not get sufficient funds to purchase books. They spend up their small funds which they get at the year ending in purchasing books of teachers requirements.

PROBLEM OF DISCARDING PHYSICALLY WORN OUT OR

OUT DATED BOOKS

3-8 The process of discarding is complementary to that of book selection. It is important to keep the library free from material no longer of practical use but in city school libraries particularly those of the govt. schools the problem of out dated books is a permanent headache. The Principals can simply propose to write off the books which are of no use but he himself has no

1. "School Libraries - A short manual",
by C. A. Stott, Page - 28.

power to write them ---- off. And proposals sent by the Principals years ago have not been attended in the offices of the higher authorities so far.

TECHNICAL PROBLEMS :

3-9 The technical problems include accession, classification and cataloguing of books. The system of issuing books and displaying of new arrivals also involve technical skill.

In those schools of the city where teachers are working as librarians and that too under pressure, except accession no classification or cataloguing is done. It is the trained librarians only who have maintained the books in proper order and arrangement. The teacher librarians are simply meeting out the formalities of issuing books and keeping them safely locked in almirahs.

(1) CLASSIFICATION :

3-10 The classification of books is done according to subjects. Dewey's system of decimal classification is not adopted even by trained librarians. If almirahs are sufficient, the books of one particular subject are placed in

one almirah. Then again they are further classified as per branch of the subject such as---- History then British History, and Indian history then ancient and Modern. Similarly books of literature are classified as Poetry, Novels, History of literature etc. But the schools where sufficient almirahs are not available (generally such schools are in majority) books are stocked in the boxes or jute bags. The whole system of classification then goes to dogs.

(2) CATALOGUING :

3-11 Card system of cataloguing is not at all in practice in the city school libraries. The trained librarians of standard schools have adopted either the Register or Sheet system. Each subject or its branch has been assigned one Register to serve as catalogue. This system is quite convenient to readers to select the books. But again the librarians who are not trained or are working as teachers librarians adopt no system at all. Accession register serves both the purposes of accession and cataloguing.

SYSTEM OF ISSUING BOOKS

3-12 In the schools where separate periods for library use are provided books are issued to students in batches mostly by card system. But in the mismanaged libraries no particular system is adopted. The needy students and teachers depend on the mercy and good will of the librarian. He selects books for them and issue them on Issue Register, at his pleasure and convenient.

DISPLAY OF NEW ARRIVALS

3-13 Different methods are adopted by librarians to display new arrivals according to their school situations. In some schools list of new arrivals is displayed on the school's general Notice Board. Sometimes the lists are circulated among members of the staff and they are asked to inform the students. In one school the new arrivals are displayed by fixing the title pages of the books on separate Notice Boards. But in most of the schools no notification is made to teachers and students. Again these are the schools where teachers or laboratory attendants are working as librarians.

FINANCIAL PROBLEMS :

3-14 In govt. schools it is very rare that separate allotment for purchase of books may be placed at the disposal of the Principals. Generally they are allotted funds for office contingency and out of that they make purchase of books. But here again the purchase of books is given the last preference. The basis of calculation of a school library grant may be either (1) a flat rate per pupil or (2) a graduated rate according to the number of junior and senior pupils. The amount spent for purchasing library books is not at all adequate. At an average it is as the following table shows.

Table (3) - 1

AVERAGE OF AMOUNT SPENT PER PUPIL

<u>Years</u>	<u>Types of schools</u>	<u>No. of pupils</u>	<u>Amount spent</u>	<u>Average per pupil</u>
82-83	Govt.	6510	Rs. 5501	0.84
	<u>Aided</u>	<u>4177</u>	<u>Rs. 4695</u>	<u>1.12</u>
<u>Total</u>		<u>10687</u>	<u>Rs. 10196</u>	<u>1.95</u>
83-84	Govt.	6650	Rs. 5200	0.78
	<u>Aided</u>	<u>4210</u>	<u>Rs. 6178</u>	<u>1.46</u>
<u>Total</u>		<u>10860</u>	<u>Rs. 11378</u>	<u>1.04</u>

3-15 It is regrettable that the amount spent on library books is not even Rs. 2=00 per pupil. In private schools separate fee is charged for library but the amount spent by them is not even 10 percent of what they receive from students for library purpose.

3-16 The expenses for newspapers and periodicals are met from Activity Fund (a local fund) in govt. schools and the aided schools have specific funds for Library & Reading Room.

PHYSICAL PROBLEMS :

3-17 There are certain physical problems which have almost paralysed the working of the school libraries. Insufficient furniture, equipment and other necessary material have caused the library service ineffective.

3-18 Films projectors, tape recorders, radios, T.V. sets and such mass medias are not available in school libraries. The problem of insufficient space for library and reading rooms added to the problem of furniture and equipment have made the libraries simply store rooms for books.

THE MAIN ISSUE OF THE PROBLEM :

3-19 Now there arises certain questions as why library is not given due importance ? Why it is not a part of curriculun ? Why it is not treated as a system of providing education ? why utility of library is ignored ? - the answer to all these questions is that the present education has become text book oriented. It is result based and not knowledge based.

3-20 If importance of knowledge and the complete development of child's personality have to be aimed at as the objectives of education, libraries will have to be linked with curriculun not in theory but in practice. Extension of education has been done by the state govt. by opening a good number of schools without providing them sufficient building and material. Mass recruitment of teachers and opening of schools seem to have been the sole aim of the govt. and private educational agencies but no attention has been paid to their proper functioning. It is needless to say that schools without proper libraries have no right to be called schools. It is therefore of utmost

importance that libraries be linked with curriculum by the Board of Secondary Education M.P. Like all other subjects one period be given in school time table for library use. The employers ^{or} whether the govt. or private agencies be made liable to provide compulsarily librarians to every higher secondary school. Grading of students in the examinations be done on the basis of the use he makes of library and reading rooms.

CHAPTER • IV

AN OPERATIONAL MODEL FOR IMPROVEMENT OF LIBRARY

4-1 While talking about a good school library Frances Henne had said, "One can sense a good library upon entering it. It makes you feel good. It is a busy place, one that reflects life and activity. One should ask these questions in evaluating the library and its service -

- (1) Do teachers know their library and how to use it ?
- (2) Is the library staff adequate (how many requests could not be met because of inadequate staff ?
- (3) How does the librarian use her time (helping youngsters or in performing routine clerical tasks) ?
- (4) Do teachers bring classes to the library and remain with them ?¹

4-2 The above statement brings out some characteristic features of a good school library which are essential to build up an operational model for its improvement. They are as following :-

- (1) The library should have adequate collection of books and other necessary material and equipment.

1. "Library Provisions in Council Schools" - Hall marks of a good school library -
Metropolitan School Study Council Teachers
"College Columbia University, 1958, Page 52.

(2) The library should be provided atleast with a minimum required staff. It should be well trained, flexible, efficient and creative to bring greater impact on the quality of services.

(3) The school library should be a busy place reflecting life and activity of the school community.

(4) The students and teachers should know how to use their library.

(5) The school library is an integral part of a school system. It should help in promoting the academic growth of its pupils.

(6) The library should have enough reading material so as to keep the readers busy. For this a well furnished reading room is also required.

On the basis of these features we would discuss in brief the set up of an operational model.

THE SCHOOL LIBRARY - PLANNING ORGANISATION AND MANAGEMENT

PLANNING :

(1) LOCATION OF SCHOOL LIBRARY :

4-3 For the fullest and most effective use of a collection of books in a large school having 1000 to 1500 students a group of rooms or a "Library Block" is an ideal requirement. It should include

(a) the main library, (b) the librarian's work room provided with cupboards, shelves and storage space, (c) a conference room to hold six to eight pupils in small groups, (d) a Reading Room to accommodate additional readers when the main library is occupied by a class for library work, (e) a stack room where books rarely needed may be stored.

4-4 The location of library is also of great concern as its size and shapes are. It should be located in an area of maximum accessibility and must satisfy the following requirements.

- (1) Its atmosphere should be calm, quiet and hygienic.
- (2) It should have ample natural light and sufficient ventilation.
- (3) It should have enough floor space to enable the children to use it comfortably in groups or individually.
- (4) It should have a separate entrance so that it can be used even when the school is closed.
- (5) It should have provision and space for expansion.

(2) THE LIBRARY ROOM :

4-5 The Secondary Education Commission recommend 30 as the optimum and 40 as the maximum number of pupils in one class and 500 as the optimum and 750 as the maximum number of students in the whole school. They further recommend a provisions of 10 sq. ft. per pupils in the class room.

4-6 Now working on the basis of this data a school library should provide accommodation for atleast 40 students of any class at a time plus a few more individual students say 30 of the other classes and a few (5) teachers. It may therefore be assumed that seating accommodation for a minimum of 75 persons at a time is necessary.

4-7 Admitting provision for tables, chairs, books cases and gangways 25 sq. ft. per reader is a satisfactory standard size of floor space.¹ Thus the total area to be provided for a school library will be :-

25 sq. ft. (per person) x 75 (total anticipated number of users at a time) = 1875 sq. ft.

1. Space norms adopted from "School Libraries Today & Tomorrow," American Library Association 1945.

This can be considered reasonably standard size of library room.

4-8 The reading room should accommodate 15 readers while the conference room should provide for 10 students.

In Gwalior city there are 4 govt. schools of boys and girls which have enough space and their existing buildings can well be adopted for required dimensions for the most effective use.

ORGANISATION :

(1) FURNITURE AND EQUIPMENT :

4-9 Basically required equipment and furniture for a school library is :-

- (1) Shelves to arrange and display the books.
- (2) Tables and chairs.
- (3) Librarians work table and chair.
- (4) Card catalogue cabinets (but they are dispensable if the size of the school is not large).
- (5) Magazines and news paper display stands.
- (6) Book trolley.
- (7) Bulletin boards.
- (8) Display case for new arrivals.

SHELVING :

4-10 This may be of two kinds (a) wall shelves and (b) unit stacks. But these days unit book cases or almirahs of standard dimensions have gradually come in to use. The average capacity of one unit book case is likely to keep 24 volumes per shelf. Thus a book case of 7 ft. height and 8" of depth with 7 or 8 shelves can accommodate nearly 200 volumes

4-11 In the schools of Gwalior city the average number of students population is about 500 in a school. "A satisfactory provision in this country would be 8 to 10 volumes per child."¹ In this way a reasonable number of volumes in a school library will be

$$500 \times 10 = 5000$$

And the unit book case required would be $\frac{5000}{200} = 25$

This means at an average 25 book cases would be sufficient for a school library.

TABLES AND CHAIRS :

4-12 "It is desirable to avoid what may be called

1. C.G. Viswasnathan, "The High School Library,"

'class room atmosphere' and so desks and other typical furniture of the class room should not be used. All school library manuals rightly lay stress on the creation of a friendly atmosphere and ways of attaining it may be safely left to the taste and imagination of these concerned.... where the design of the windows permits, cushioned window seats are attractive.... Most of the furniture, however must be of a more utilitarian kind.... simplicity should above all be sought and heaviness avoided."¹

4-13 Tables may be round and rectangular alternatively to provide variety and beauty. The standard dimensions of tables are 5' x 3 $\frac{1}{2}$ ' for 6 readers.

4-14 Chairs should be simple and strong and for comfort should have rounded backs and moulded seats and look attractive in appearance. After all what is desired is that "the regimented atmosphere and directed instruction of the class room must be replaced by absolute freedom to think, read and discuss in the library."²

1. C.A. Stott, "School Libraries - a short manual",
Page - 21.
2. C.G. Viswanathan, "The High School Library,"
Page - 25.

LIBRARIAN'S WORK TABLE AND CHAIR :

4-15 The school librarian has to do several functions attached to his office. A table furnished with drawers in which changing trays can be kept be provided to the librarian along with a comfortable chair to work. These two items may not be very elegant and attractive but comfortable and congenial.

CARD CATALOGUING CABINET :

4-16 The card form of cataloguing is adopted in most modern and standard libraries which seem some what superfluous to libraries of higher secondary schools. And moreover the clients are not adopted to use this.

MAGAZINES AND NEWS PAPERS DISPLAY STAND :

4-17 Magazines and news papers require different type of stands. For news papers generally two types of stands are commonly used one an inclined wooden surface fixed from the wall provided with a spring rod which holds the paper in position down the central fold and another is an island stand, steeply sloping on both sides provided with a hinged metal strip which holds the paper along the central fold.

This stand can be moved from place to place according to convenience.

4-18 For periodicals and magazines a series of steeply sloping shelves provided with ledges on which the periodicals are placed in position can serve the purpose best. These shelves may also be hinged so that they can be raised forwards and upwards. The space behind may be used for the storage of previous issues of the periodicals on display. But these shelves should be placed at a sitting height. Normally 3 ft. of running space on wall stands (if they are used) or at the same height if shelves are used will be sufficient, because the magazines are read by children more seriously and for longer periods than newspapers.

BOOK TROLLEY :

It is ofcourse an useful item in library equipment but not so much essential.

BULLETIN BOARDS :

The arrangement can be made as that for newspapers and periodicals.

DISPLAY CASE FOR NEW ARRIVALS :

For display of new arrivals exhibition cases may prove useful.

(2) BOOK SELECTION MAINTENANCE AND PROCESSING
BOOK SELECTION

4-19 Selection of books for library is one of the most important and difficult tasks of the librarian (in case librarian is preferred to prepare indents for books). Certain principles should be borne in mind before lists of books are finalised for purchase

(1) Books be such; so as to meet the needs of readers both for work in school and for recreation in the widest sense both for information and imagination.

(2) Books be selected in such a way so that there may be maintained a balance between the needs of different subjects, interests and ages. Needs of younger children should not be forgotten.

(3) Books should be as good of their kind as possible.

4-20 The purpose of book selection as Drury puts it "is to provide best reading for the greatest

number at the least cost". In brief books ought to be selected on merit basis of content and in relation to utility for school work.

4-21 Prof. Sat Paul Goyal while reading a paper on "Book Selection For Library" concluded his paper, making suggestions as what kind of books be selected for library.

- (1) Which are for the development of the human personality, because this is the greatest aim of the education.
- (2) Which interpret the history and culture of a country.
- (3) Which are for information, inspiration and recreation.
- (4) Which are for education and aesthetic appreciation.
- (5) Which are recommended in the prospectus of the school and are necessary for meeting the day to day needs of the students and teachers for efficiently performing the curricular and co-curricular activities of school life.

4-22 What kinds of books must not be selected.

- (1) Which are biased and have propaganda value.
- (2) Which seeks to destroy the principles on which our culture and civilisation are based.
- (3) Which are harmful for the interest of our society and our policy as stipulated in the constitution of India.¹

4-23 Experts in library science have often insisted on having atleast "Basic Stock" of books in a school library. What do they mean by basic stock ? "Basic Stock" means a minimum provision of books without which a library can not function efficiently. It includes the indispensable, books of general reference and a nucleus of books covering the subjects and interests to be represented including fiction.²

4-24 Another watch word of library experts is "Censorship" i.e. exclusion of certain categories of books on special grounds. The school is dealing with immature and impressionable minds and it is

1. "School Library Organisation" a report of the seminar cum training course for Teacher librarians held from June 22 - 27 of 1965 under the auspices of Extension Service Deptt. Govt. Training College, Jullundur, 1965.

2. C.A. Stott, "School Libraries" Cambridge University Press, 1947, Page - 26.

in the position of a trustee for the well-being of its pupils. In short any book which hinders the work which the school is seeking to do in the development of child's personality should be excluded forthwith.

MAINTENANCE AND PROCESSING

When the books are received the librarian should check it against the order list and invoice. Collate it and return at once if found defective.

ACCESSIONING :

4-25 Accessioning is the process of recording the particulars of books purchased or required, in the stock register which is called the accession register. It bears various columns-- (1) date of acquisition, (2) accession number, (3) author, (4) title, (5) publisher, (6) source of supply, (7) price, (8) call number, (9) remark.

CLASSIFICATION

4-26 "There is no more important factor in the success or failure of a library than the classification of books and other material which form the stock. It brings the material together in subject groups on the shelves and in the catalogues

and thus enables both librarian and reader to find books easily. In short, classification is the primary key to the assembling, finding, selecting and rejecting of books."¹

4.27 In higher secondary schools a simple working classification according to size of the school and number of books will be sufficient to serve the purpose. The task of the librarian is to arrange his material so that books on the same topic are found together on the shelves, and books on allied topics near them. Bliss system of Bibliographical classification, Dewey's system of decimal classification, Brown's system of subject classification and Ranganathan's system of Colon classification are well known systems of books classification under library science.

But looking to feasibility of operation subject classification for all and Dewey's decimal classification for standard school libraries are advisable.

1. W.C. Berwick Sayers, Brown's Manual Of Library Economy 6th ed. London, Grafton, 1949, P. 226.

4-28 Some basic rules for classification should be borne in mind by the school librarians whether trained or untrained -

(1) Class a book according to its subject first then within that subject by its form. By subject we mean the matter which the book deals with and by form we mean the outward shape in which the matter is presented e.g. as a treatise, as a series of essays etc.

(2) Place the book under the most specific or precise heading possible.

(3) If a book deals with two or three divisions of a subject class it in the one which is predominant.

(4) If it deals with a new subject, decide to what main class or division it belongs.

CATALOGUING

4-29 To a teacher librarian or untrained librarian it is very important to understand clearly the difference between classifying and cataloguing. Classifying means the process of arranging books according to subjects by whatever scheme is chosen. Cataloguing means compiling of a list of the books in the library.

A catalogue is a list of the contents of the library. It may be as an author catalogue, a subject catalogue, a title catalogue or a classified catalogue.

4-30 "What kind of catalogue does a school library need?" asks C.G.Viswanathan. And he suggests for this "A catalogue which is an, 'instrument of instruction' to children is a desirable model."¹

4-31 "We must bear in mind the fact that children have no background of experience, that they are unfamiliar with even the terms and expression commonly known and used by adult readers and they are unable to classify material for themselves. Their catalogue must therefore be much more an 'instrument of instruction' than is the catalogue for adult readers.....It must index chapters in their books...and lead them to stories which will tell them about Napoleon, Roland, Iceland, Indians and any other subjects. We must study their needs as well as their books so that the catalogue will come within the range of their understanding and

1. C.G.Viswanathan, "Cataloguing Theory And Practice : A Guide to the student of library science" Banaras Hindu University Press, 1954, P. - 1.

answer their demands. Our problem is therefore to make a catalogue which shall be so simple that we can explain it to children and have them understand it." ¹

THE SHELF LIST

4-32 This is a form of a catalogue for the use of the librarian and his helpers rather than for readers. It will be very useful for teacher librarian and untrained librarians. It is a guiding and a finding list of library's contents which can be kept in a cabinet smaller in size but with drawers of the same dimesions which accommodates the record of the book collection in the order of the arrangement on the shelves. Standard size cards are used for complete information about the book. This will be helpful to librarians at the time of stock taking and handing over of charge.

CIRCULATION OF BOOKS

4-33 When the books have been processed for use, a quick method of circulating them should be

1. Margaret Mann, "The Catalogue Of Juvenile Books" in her subject Headings for use in Dictionary Catalogues of Juvenile Books A.L.A., 1916, P. 1-2.

considered for adoption. In every library books are grouped in to two categories : -

- (1) Books for lending and,
- (2) Books of reference.

Books of reference are not to be issued for home reading. They should be read and consulted in the library. Books for lending are ordinarily meant for reading at home.

Methods of issue and recall be adopted by the librarians as may suit to their convenience. The following methods are in use :-

- (1) Borrowers Register,
- (2) Book Slips
- (3) Book-pocket, Book-Card and Readers Ticket.

(1) BORROWER'S REGISTER :

4-34 Use of register for issuing books is the oldest method being adopted in school libraries since long. It can be easily operated, and even the presence of the librarian is not required. But where issues are heavy and issue and returns are concentrated in short periods it acts as a bottle - neck and seriously impedes the process of issue and return. It often takes a long time

to trace an issue when a book is returned. This is most suitable for small libraries or in libraries where borrowing is not heavy.

(2) BOOK SLIPS :

4-35 This method is not very suitable for school libraries. The younger users may find the filling of details confusing. And in the present state of libraries where mostly librarians are not trained it is very difficult to operate with this system. It may be good for well established university libraries.

(3) BOOK-POCKET, BOOK CARD AND READERS TICKET :

4-36 This is a quite familiar method generally used in standard libraries. Its great advantage is that its operation is easy and rapid and requires no writing work either by borrower or librarian. The school librarian can use it efficiently if they find it convenient to their school situation.

(4) BOOK POCKET AND BOOK CARD :

4-37 This system is more or less akin to the system noted at serial No. 3. It is also simple and rapid in operation and requires very little

writing work as date, name and class of the borrower. This system has been recommended by library science experts for use in school libraries.

(3) USE OF NEWS PAPERS AND PERIODICALS

4-38 The use of newspapers and periodicals depend on the provision of reading room attached to library. It is desirable that one Local and one standard news paper of National level be called in Reading Room. If school fund permits at least 4 periodicals relating to literature, Science, Sports and general subjects be subscribed for.

(4) AUDIO VISUAL MATERIAL

4-39 There are certain schools in Gwalior both of the govt. and of private agencies where learning through mass-media is quite possible. The libraries of these schools if provided with modern mechanical equipments such as film projectors, tape recorders, video cassettes, T.V. sets etc. can function well and may be more useful for students community.

MANAGEMENT

(1) PERSONNEL MANAGEMENT :

The adequate number of personnels employed in school library should be :-

- (1) One Librarian
- (2) One Assistant Librarian (if the school's population is above 500)
- (3) Two book lifters.

4-40 "The management of a school will expect in the librarian a fine combination of educator and professional librarian. It is therefore essential that he should be fully familiar with educational methods, the school curriculum and the use of books and other reading materials in furtherance of the school programme."¹

The duties and responsibilities of the school librarian may be grouped in to three categories :-

(1) EDUCATIONAL :

4.41 His responsibility is to educate pupils in the art of using books and library service to full advantage. He will have to organise library periods for all classes and help pupils for selecting reading material.

1. C.G.Viswanathan, "The High School Library," P. 37

(2) TECHNICAL :

4-42 The librarian will have to select and order books and periodicals; processing and preparing them for circulation, maintaining catalogues, compiling books on various subjects for guiding childrens reading and do all that is necessary to bring pupils and books together.

(3) ADMINISTRATIVE :

4-43 The organisation and daily routine work of the library comes under this aspect of administration of library. He will have to provide requirements of the library in respect of books and equipments and supply statistics of out turn of work, and stock of books.

4-44 The Secondary Education Commission specifies the duties of the school librarian like this - "He will also be responsible for giving due publicity to good books, old and new available in the library- preparing and circulating book lists suitable for different grades, displaying 'blurbs' and cutting of book reviews on the notice board, arranging book exhibitions, perhaps conducting a group reading

project when a few students of similar interests may come together to read aloud poems or stories or dramas."¹

(2) SCHOOL FINANCE AND LIBRARY

The income and expenditure of a school library can be classified under two heads (1) non recurring (capital) and (2) recurring.

4-45 The non-recurring income in the form of capital grant is generally at the initial stage when large sums are needed for capital expenditure i.e. purchase of land, construction of school library building, and basic stock of books and initial equipment, furniture and fitting etc. in case of private schools whereas for govt. school libraries capital investment is made at the time of starting a school.

4-46 Recurring income is in the form of annual share which the library receives from the total annual grant for the school. This recurring grant is common to both govt. and private schools.

The main items of expenditure of a school library are :-

1. Report of The Secondary Education Commission, Govt. of India, 1952-53, PP. 111 - 112.

(1) Furniture and equipment

(2) Books

other items like salaries, wages and cost of lighting and cleaning are covered under general expenses of school.

4-47 Now looking to the poor condition of school libraries it is imperative on management, be it governmental or private agency that some basis of calculation of school library grant may be laid down. It may be either (1) a flat rate per pupil or (2) a graduated rate according to the number of junior and senior pupils. As per recommendation of Secondary Educational Commission 500 is the optimum and 750 is the maximum number of students in a Higher Secondary School. Looking to the cost of books these days a minimum Rs. 5=00 per pupil at flat rate seems a reasonable grant for a school library.

Thus an average annual grant per school would be Rs. 2500=00. This amount may be spent on any head of expenditure of library books or material.

4-48 For periodicals and news papers the amount

can be spent from local fund.

FUNCTIONING

(1) FUNCTIONAL UTILITY OF SCHOOL LIBRARY :

Prof. S.R.Ranganathan has laid stress on his five well known principles of library science. They are :-

(1) Books are for use, (2) Every reader his or her book, (3) Every book is reader, (4) Save the time of the user, (5) Library is a growing organism.

4-49 These principles cover all the functions of a good library. But under the present circumstances as operating these days the libraries not only in Gwalior or Madhya Pradesh but in the whole country are not in a satisfactory condition. A reference to the Secondary Education Commission's Report based on its observations would make the things clear.

4-50 "In a large majority of schools in India, there are at present no libraries worth the name. The books are usually old, out - dated, unsuitable, usually selected (acquired) without reference to the student's taste and interests. They are stocked in a few book shelves which are housed in an

inadequate and unattractive room. The person incharge is often a clerk or an indifferent teacher who does this work on a part time basis and has neither a love for books nor knowledge of library technique. Naturally therefore there is nothing like an imaginative and well planned library service which could inspire students to read and cultivate in them a sincere love of books. What makes this situation particularly difficult is the fact that most teachers and Headmasters and even the educational administrators and authorities do not realize how unsatisfactory this position is and therefore they have no sense of urgency in the matter."¹

4-51 For normal operation of library the use of it be made a part of curriculum. It is neglected in school activities because the examination results of students and the work of teachers are not linked with library. Cheap guide books attract the students most to pass the examination. It would have far more reaching effects on functional utility of library if the guide books are totally

1. Report of The Secondary Educational Commission,
Govt. of India Ministry of Education, 1952-53,
P. 110.

banned by the govt. The students and teachers would then necessarily go to library.

For effective use of library it is very much essential that there should be provision of library period in the school time-table.

4-52 Prof. Ranganathan finds library hour perhaps most suitable when the student is relieved of forced regimental marches and is allowed to feel at ease and take his own pace. During that one hour his personality may look about for the specific idea capable of stimulating his nucleus element of self educability and thus releasing the creative forces in his personality...library hour may not be converted into a formal class hour.¹

4-53 Students can use this hour for education, information, recreation and inspiration. Preparatory work, parallel reading and follow up work can also be done. They may be interested in preparing a scientific model or writing an essay for a competition or improving his aesthetic performance.

4-54 Library period should be taken as period for practical work. Like science laboratories, library is also a 'laboratory for humanities.'

1. S.R. Ranganathan "New Education And School Library," P. 56.

The students should be asked to maintain a diary in which they should enter the names of all the books and their authors which they have read together with some good quotations and extracts that may appeal to them.

(2) WHAT TEACHERS SHOULD DO ?

4-55 The teachers should suggest reading material to their students from library books. They should encourage studious students and should also keep their fingers on the pulse of weak and average students reading work. It will not take much of their time if casually they look in to the library diaries maintained by students.

4-56 They should maintain good relation with the librarian and keep themselves aware of the books of their subject and interest available in the library. This would make their task easy when they suggest books to students and help them to obtain from the library.

4-57 They should also keep themselves in the company of books as much as possible. This habit will keep them abreast of new trends and currents developing in the sphere of their subjects. Moreover it should not be forgotten that the students very much like to follow their teacher in appearance and habits. When they take the students to library

they should not sit idle or make gossips with the librarian but keep a watch on students noticing their difficulties and other activities and help them make best use of this hour.

(3) WHAT HEADS OF INSTITUTIONS SHOULD DO ?

4-58 The heads of institutions should help their librarians in all their undertakings and implementation of their plans. If the librarian proposes to organise a book fair or book exhibition they should not discourage them on the ground of administrative difficulties. While asking teachers to suggest books for purchase they should also ask the librarians to recommend for books. The librarian should be co-opted in purchase committee of the school.

4-59 If the incharge of the library happens to be a teacher or the laboratory attendant he should be given sufficiently free time to devote for library service. If opportunity comes the teacher librarian should be recommended for short term training course of library science. Improvisation is a quality of any administrator. They should see

what best can be done within limited resources and available facilities.

4-60 If the time and space is available in the school programme they should make provision of library period in the school time table for every class. The teachers should be asked to accompany their class in the library and help the librarian in making reading material available for students.

(4) RELATION WITH PUBLIC LIBRARY

4-61 In Gwalior there are two big general libraries; one is Central Library and the other is Madhav Library. They have huge collection of books. The Central Library is administered by the State Deptt. of Education and is in the central of the Joint Director of Education Gwalior. The Madhav Library is run by a private body.

4-62 For more efficient and systematic working it is desirable that the school librarians should have contacts with these libraries. If not in any other way atleast in making the choice of book collection, these libraries can offer a good assistance. In many technical and administrative

matters the school librarians can seek the advice of the librarians of these libraries.

4-63 In case the staff members need some book of reference which is not available in the school library and it bears a high cost, it can be taken on loan through the School Library from Central Library.

(5) NORMS SUGGESTED FOR SCHOOL LIBRARY

(I) LIBRARY SPACE AND MATERIAL :

4-64

- (1) Space area 1875 sq.ft.
- (2) Unit Book Cases 25 in a school library having 500 school population.
- (3) Tables round and rectangular providing variety and beauty.
Size 5' x 3 $\frac{1}{2}$ ' for 6 readers atleast. Number of items according to strength of students of the school.
- (4) Chairs simple strong and comfortable; number according to strength of students of the school.
- (5) Reading room for accommodating 15 readers.
- (6) Conference room for 10 students.

4-65 (II) LIBRARY PERSONNELS

- (1) One Trained Librarian
- (2) One Assistant Librarian Trained (if the school population is above 500).
- (3) Two Book lifters.

Status - Librarian and Asstt. Librarian be treated like faculty members.

4-66 (III) ACQUISITION OF BOOKS

- (1) Books should be acquired with the consultation of selection and purchase committee of the school.
- (2) Each committee should consist of 5 members including the librarian.
- (3) Books should be suiting to taste and need of the students and staff members.

4-67 (IV) COLLECTION OF BOOKS IN STOCK

10 Volumes per child. The optimum number of students should be 500 and therefore 5000 should be optimum number of volumes in a school library.

4-68 (V) CLASSIFICATION

Books should be classified subjects and form wise under the most specific and precise heading.

4-69 (VI) CATALOGUING

Books be catalogued subject and title wise.
Better if based on the index of curriculum.

4-70 (VII) ISSUING OF BOOKS

1 to 2 books for students for 7 days, for
staff members according to their needs and for
the whole session.

Books be returned on or before 30th April
of the year.

4-71 (VIII) AUDIO VISUAL AIDS

If resources permit Film Projector, Video
Cassette, T.V. sets, Radio and Tape recorder.

4-72 (IX) PERIODICALS & NEWSPAPERS

One local Newspaper.

One Newspaper of National level.

Four magazines for Literature, Science,
Sports & General subjects.

4-73 (X) DISCARDING OF BOOKS

1. Books out of prescribed syllabus.
2. Out dated and worn out books.

4-74 (XI) FINANCIAL

Rs. 5=00 per pupil at flat rate for meeting
the expenses on books and equipment.

- 91 -

4-75 (XII) TIME TABLE

Library period be provided if not daily
atleast once a week for all the classes.

CHAPTER

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VI

SUMMARY OF FINDINGS AND RECOMMENDATIONS

On the basis of the study the summary of findings, conclusions and suggestions are as following :-

5-1 40 percent of govt. and 20 percent of aided schools of Gwalior city do not have separate rooms for libraries. The problem of space is the first and the great hinderance in the proper functioning of library. If possible suitable accommodation be provided for libraries (Para 2-4).

5-2 40 percent of govt. and 20 percent of aided school libraries are under the charge of teacher librarians. 10 percent of govt. school libraries are under the charge of laboratory assistants. These non-librarians are quite indifferent to their assignments. They have no knowledge of library technique and have no interest in the proper functioning of libraries. It is suggested that if posts of librarians are sanctioned in these schools, regular librarians be appointed.

If posts are not sanctioned, these teacher librarians be given a short term training course for librarian's job. (Para 2-2)

5-3 In 50 percent govt. and 40 percent aided schools the librarians are not trained. These untrained librarians are not doing their work satisfactorily. It is desirable that they should be sent for training. (Para 2-2)

5-4 60 percent of govt. schools do not have sufficient almirahs to keep the collection of books whereas aided schools have no such problems. In govt. schools the books have been kept in boxes and as such due to this difficulty of sorting and searching the librarians do not issue them. It is very much necessary that almirahs as per requirement be supplied as early as possible. (Para 2-5)

5-5 10 percent of govt. schools and 60 percent of aided schools do not have selection committees for purchase of library books. And the books supplied in govt. schools by the Directorate do not seem to have been selected according to needs and taste of the students. They do not fulfil the

requirements of teachers as per syllabus prescribed by the Board of Secondary Education, M.P. It is very much desirable that the books should be purchased with the help of selection committees. The books should be the best of their kind, interesting, useful and educative to students. They should be in fine glistening covers and well bound. (Para 2-7 & 2-8)

5-6 The purchase committees exist only in 33 percent schools of both govt. and aided. And rest 67 percent include those which have not replied and also those which do not have purchase committees. It is suggested that to have fair dealing in purchasing purchase committees for library books be formed in all the schools. (Para 2-11)

5-7 Except in few aided and govt. schools proper cataloguing of books is not in practice. It brings a lot of difficulties in selecting out books of choice for the librarians and the readers. It is therefore suggested that the books be classified subject and formwise, if possible they should be arranged according to the index of syllabus for each class, if not then for senior classes atleast

this sort of arrangement would be useful. A simple sheet catalogue system is quite suitable, hence recommended for adoption. (Para 2-13)

5-8 There is a huge stock of old, worn out and outdated books in govt. school libraries. And it stands as a problem because old books are not used and new books can not be shelved and used unless old ones are removed. The procedure of discarding outdated books in govt. schools is very much complicated. It is suggested that the Principals be authorised to write off the old and useless books with certain limitations and under some rules. (Para 2-16 & 2-17)

5-9 80 percent of both govt. and aided schools do not have separate reading rooms in libraries. Therefore the students are not provided newspapers & periodicals for reading in schools. The problem is related to space which is not so easy to solve. It is therefore suggested that within possibilities of improvising, arrangement for Reading Rooms be made in school libraries. (Para 2-18)

5-10 80 percent of govt. schools and 60 percent of aided schools do not have provision of library

periods in the school Time - Table, Hence majority of students is deprived of use of library facilities, It is desirable that issue of library use be given a serious thought for consideration and use of library be made a part of curriculum. (Table 2-11)

5-11 Use of audio visual aids in govt. and non-govt. school libraries is not at all in use, It is suggested that some standard schools which are well equipped and have no problem of space should make audio - visual material available for their students in libraries. (Para 2-22)

5-12 At an average approximately 2 books are used by a student in govt. schools and 4 books in aided schools in a year. As for teachers of govt. schools they use 15 to 20 books, and those of aided schools use approximately 15 to 19 books in a year. (Para 2-23). In usual course the reading capacity of majority of students is 20 books and those of teachers is 40 books in 10 months session. This shows that libraries are meeting only 10% needs of students and 50% needs of teachers, (Para 2-31). This is far unsatisfactory result of library service because the students and teachers have to

depend on outside resources to fulfil rest of their needs. It is suggested that library service be improved further to meet their needs and requirements. (Para 2-23 & 2-31).

5-13 71 percent students of govt. schools and 80 percent of aided schools borrow books from libraries. This is somewhat satisfactory result that majority of students like to borrow books and read. The boys need further encouragement by the teachers and the parents. (Para 2-25)

5-14 62 percent teachers of govt. schools and 100% of aided schools get books from libraries as per their needs. 29% teachers of govt. schools have complained that they do not get books as per their requirements. 9% of govt. teachers have not replied. This shows that libraries do not have books suiting to needs of teachers. It is suggested that books required by teachers for teaching purpose be acquired in the libraries at priority basis. (Table 2-25)

5-15 As per sample survey it is found that teachers are issued 4 to 5 books at a time which they are

allowed to retain for 3 to 6 days but they retain them for the whole year. And in oral discussion with librarians it was found that the teachers retain the books for any long time at their pleasure and good books in this way instead of being circulated among majority of teachers and students are blocked with few in number. This is undesirable. It is suggested that for decency sake they should return the books after making their maximum use and should not retain them unnecessarily. (Para 2-28). And interview with the librarian of Govt. Hari Darshan Higher Secondary School, Gwalior).

5-16 69 percent teachers of both govt. and aided schools borrow books for their personal use and 31 percent borrow for their personal and students use. This can not be said a bad practice altogether but it is desirable that students be helped in getting books and not that they be given books in the name of teachers and allowed misuse of teachers' privilege which sets a bad precedent. (Para 2-29)

5-17 A random sample survey shows that about 23% students of both govt. and aided schools do not use library because they do not get books of their interest. 22% students do not use library because

much of their time is consumed in reading course books and they have no time to read library books. 19% students do not use library because it is difficult for them to get books from libraries. It is suggested that books of children's interest be given preference and the procedure of issuing books be made easy and convenient to students.

(Para 2-33)

5-18 Information gathered during survey from librarians, teachers and students reveals that reading interests of teachers and students are as expected, different from each other which is very much due to the nature of their work and age. The reading preferences of students in order of priority are --- (i) Books based on curriculum, (ii) Science, (iii) General knowledge, (iv) Books based on prescribed books. And the teachers prefer to read in order of priority (i) All types of books, (ii) Related to teaching subjects, (iii) Literary books, (iv) Books on Education. The preference is a matter of choice depending on individual persons, hence no suggestion needed. (Para 2-36)

5-19 Majority of teachers i.e. between 40 to 45 percent of both govt. and aided schools read books to increase their knowledge and 20 to 30 percent read to prepare for their class room teaching. In the case of students 40 to 45 percent read books to increase the knowledge of the subjects of their study and 30 to 35 percent read books to increase their general knowledge. 18 to 20 percent students read books to prepare for particular examination. No student reads to pass time. The purpose behind reading books also depend on individual choice hence no suggestion is needed. (Para 2-37)

5-20 87 percent teachers of govt. schools and 85 percent of aided schools generally advise their students to read books. 11 percent teachers of both types (govt. & aided) of schools advise to read very seldom. Overall it is a matter of satisfaction that majority of teachers advise their students to read. 89 percent of teachers of govt. schools and 45 percent teachers of aided schools generally help their students in getting books from library. It is also a matter of satisfaction

that majority of teachers like to help their students. (Para 2-42 & 2-43)

5-21 Problem of new dimensions in space for existing school libraries is so acute that either it can not be solved or it may require a fresh investment of money for new construction. Therefore it is recommended for future that when new schools are opened adequate provision of space for Library Room in an area of atleast 1875 sq.ft. a Reading Room providing accommodation for 15 readers and a Conference Room for 10 students be made. (Para 3-2).

5-22 In most of the school libraries staff is not adequate. Posting of a trained librarian is a bare necessity but librarian alone can not work efficiently. It is recommended that beside one trained librarian one Asstt. Librarian be also posted in schools where strength of students is more than 500. Two Book Lifters be also provided for physical library service. (Para 3-3 & 3-4).

5-23 In some schools librarians are not treated as faculty members. They are treated as members of different cadre which is neither of ministerial

nor of teachers. It is desirable that they should be given faculty member like treatment and should not be assigned any such work which does not suit to their dignity. (Para 3-5).

5-24 Adequate financial assistance is not provided to school libraries. No norms are established to allocate funds for purchase of books and other material. In a random survey it was found that in govt. schools at an average 00=84 P were spent per child in 1982-83 and 00=78 P per child in 1983-84. In govt. aided schools this amount was Rs. 1=12 per child in 1982-83 and Rs. 1=46 per child in 1983-84. Total average of both govt. and aided schools per child per year expenditure is Rs.1=00. This is absolutely a poor amount allocated for library purpose. It is therefore recommended that atleast Rs. 5=00 per child at a flat rate be allotted per year which should be spread over all the items of expenditure on library. (Para 3-14),

INTERVIEW SCHEDULE

SUMMARY OF SUGGESTIONS MADE BY THE STUDENTS
IN RESPONSE TO ANNEXURE NO. I

S.No. 11 There should be a librarian in our school. There should be separate rooms for Library and Reading Room. We are not satisfied with our library service. We do not get books of our choice. We should get the books on the authors which are prescribed for us. The procedure of issuing books should be easy and convenient to us. We are not allowed to sit in the library and read books or periodicals. We want that books should be interesting and on different subjects like literature, science and technology. We should get atleast two books at a time and be allowed to retain them for a fortnight. If the books bear more cost we are ready to deposit any amount for caution money but we should be given books without discrimination. Timings of library should be regular. The libraries should be opened on sunday and other holidays also.

SUMMARY OF SUGGESTIONS MADE BY THE TEACHERS
IN RESPONSE TO ANNEXURE NO. II

S.No. 15 Can you give any reason in support of your views expressed in column No. 14 ? The family environment of students is not very encouraging. There is no proper arrangement in the library for issuing books. The students are over burdened with the reading of course books. They do not have sufficient time to read other books. And moreover there is dearth of good and interesting books in the library. The librarian generally does not attend the students properly.

There is no separate library and Reading Rooms in the schools. The students of to day do not have set aims and objectives in their mind. They are almost a misguided folk. They spend their time and energy in many such activities which have practically no bearing on their career.

S.No. 16 What are your suggestions for improvement of the library service of your school under the present circumstances ?

There should be a Librarian in our

school and we teachers should not be forced to take the charge of library. A separate servant should be provided for library. The boys should be allowed to sit in the reading room in their vacant periods. The books should be good and interesting and educative. The library should have an attractive and well planned programme in the school hours so that atleast an atmosphere of learning may be created. The govt. should give sufficient grant to school libraries.

S.No. 19 Any other suggestion ?

The Library should be equipped with modern audio-visual material. Different types of books and periodicals be made available so that the students be made aquainted with different subjects. Reading room should be made a part of school programme. The library room should be neat and clean and spacious. It should be airy and well ventilated. The school library should have its relation with Central Library. But the Central Library should also play a constructive role in the working of School Library, which it

generally does not do. Instead of helping us in our library service the Librarian of Central Library generally get school Librarians attached to his library and the school libraries remain closed for months together. In fact even the administrators do not attach much importance to school libraries which is really a misfortune.

SUMMARY OF SUGGESTIONS MADE BY THE LIBRARIANS
IN RESPONSE TO ANNEXURE NO. III

S.No. 21. If you have any suggestions for the improvement of library service in your school, please give them here ?

The Librarians should be given better salaries. There should be one Assistant Librarian and one or two book lifters to help us. There should be a separate Reading Room. It should be well furnished and must have some interesting periodicals and news papers. The books should not be retained by the teachers for a long time. It generally happens that the Teachers while proceeding on transfer do not return the books, they rather transfer those books to their fellow teachers and so good and standard books are blocked. The students are the worst sufferers of this malpractice of teachers.

The Principals should pay proper attention to school library service. It is really very strange that the most important part of school system is so badly neglected even by authorities.

After all what we can do ? We are neither treated as faculty members nor as clerks but somewhat between the two or entirely different from them. We feel frustated. We demand that we should be given faculty member like treatment.

SUMMARY OF SUGGESTIONS MADE BY THE PRINCIPALS
IN RESPONSE TO ANNEXURE NO. IV

S.No. 21 Your any other suggestions ?

(1) Appointment of the Librarian be made in the school.

(2) Separate Reading Room be provided or extension may be permitted of the present building.

(3) Almirahas to keep the collection of books be provided as per our requirements.

(4) We should be empowered to write off the old stock of books which is unnecessarily engaging our almirahs. The old stock of worn out and outdated books has not been condemned for the last 30 years. We can not throw these books off because it is a govt. material and we will be liable to pay for even a leaf of it from our pension or gratuity.

(5) We should be given sufficient funds to purchase good and standard books. It is really wonderful that the school students and teachers for whom these books are purchased at high level, their interests and choice are so awfully neglected.

(6) The Book Bank Libraries are encouraged at the cost of our school libraries. In fact school libraries are not given proper importance. It is only we who know how we are carrying on without almirahs, without librarian, without proper space, material and equipment. But you can note down that we have libraries because we have books.

INTERVIEW WITH MRS. CHANDRA KALA SAHAY

EX-MINISTER OF STATE EDUCATION (M.P.)

Opinion of Mrs. Sahay is recorded in response to questionnaire annexed in appendix (Annexure V).

(1) Yes, or else how can there be prepared their base until & unless there is a good library for them. Besides this they should also be motivated and trained to use it. Books should be both good and attractive.

(2) The teachers themselves do not take interest in libraries while the knowledge is vast and every day new discoveries are made. If teachers should make references to these new things during the course of their teaching the boys will naturally be attracted to read books. But the teachers do not do that. They give notes in the class rooms and suggest the pupils to read key-books and guides. And this is everywhere not only in Gwalior. The teachers are interested more in getting the students pass the examination than to inspire them to increase their knowledge. And moreover curriculum has also become bore and burdensome. There is dearth of good books.

in the school libraries.

(3) To day man has become so busy and life has become so difficult and full of tension that one does not get time to read books. The number of students in the class was sometime very small say about 40 but these days it has risen upto 70. How can teachers teach these 70 pupils and correct their home work. Really they are not schools now. They have become factories. Unless this number of pupils in the class is reduced there can be no good teaching.

(4) Yes, I quite agree with this opinion. To bring back the youths to the world of books it is necessary that the teachers be given relief from routine teaching work. The curriculum should be taught apart from books through mass media also. T.V. can serve as the best medium. But it is very necessary that there is proper co-ordination in the reading hours and the timings of telecast. This would give them relief from reading course books and give them time to read other books.

(5) The space for library should be quite

sufficient. There should be proper arrangement of seating where students can read quietly. Books should be good and interesting. It should be neat and clean and open to sunlight. The Librarian should be active and cheerful. As for good and attractive books I would suggest that like Russia where Govt. offers subsidy to get write good books, it should be done in our country also. The books should be written in Hindi or in their own mother tongue so that the pupils may understand them. Due to dearness it is not possible to bring books for children in our homes, whereas foundation is laid in our homes. How can children develop love for reading when they do not get good books in their homes ? The govt. should give special grant to purchase books in school libraries and should also arrange for good library service.

(6) Infact teachers should come forward to help develop young boys and girls in to good citizens. They can do so by celebrating great men's birth centenaries. The great men should not be of

India only but of the whole world. They may be great religious leaders as Christ, Mohammad and Gautam Buddha or renowned politicians and National heroes. Their principles of generosity, non-violence and love for humanity be preached and taught to children. Infact such celebrations are not now performed in our schools with joy and interest that is the drawback.

INTERVIEW WITH SHRIMATI PUSHPA SHARMA,

DY. DIRECTOR OF EDUCATION

GWALIOR DIVISION

GWALIOR (M.P.)

Opinion of Smt. Sharma is recorded in response to questionnaire annexed in appendix (Annexure V).

1. Yes, Good library is most useful for school students.

2. I agree with this that adequate importance is not given to libraries in schools these days. A few reasons which I feel are :-

(1) In most of the schools there are no posts of librarians.

(2) The libraries are generally not rich in books etc.

(3) No sufficient space for keeping books, magazines, periodicals etc.

(4) Dearth of adequate rooms for reading rooms.

(5) Lack of financial facilities to the schools.

3. Yes, I agree that there is lack of interest for reading in students and teachers these days. It is due to lack of encouragement from the parents to the children and teachers to the students. Moreover the teachers utilise the same time in tuitions for their monetary benefits. No period is given to the students for library or reading room during the school hours. Furthermore, the students are never directed by the subject teachers to consult books in the library on a particular topic.

4. Yes, I agree there is a great relation of thoughts with the personality of human beings. Yes I also feel infection of human feelings, these days, is greatly due to the fact that we have gone far away from the company of books. The youths are to be guided by the elders stating that the books are their best friends and interest in books will be useful through out the life. Books make the life rich with golden thoughts and mental development.

5. Good school library must possess latest books of good standard for all classes

on almost all subjects with attractive paper & book binding. The books also educate the small children through attractive pictures of their taste.

6. In addition to all this I propose to do that all schools must have a special period for library for all classes under the strict supervision of teachers and discipline of librarians. The books be of the taste of students, rich in literature, having educational value and taste of latest discoveries.

INTERVIEW WITH SHRI JAIDEO KUMAR JAIN, SENIOR
AUDIT OFFICER, OFFICE OF THE ACCOUNTANT
GENERAL, MADHYA PRADESH, GWALIOR

INTERVIEWED IN CAPACITY OF GUARDIAN

1. What is your opinion about the school libraries in which you send your children for education ?

Ans. I wish that the school libraries should have such collection of books which inspire the students for making their character and develop a feeling for nationality, morality and good conduct. I am sorry to say that these days such type of books are not available in school libraries. And this is the main cause of moral turpitude in the school students these days.

2. Do you encourage your children to read good books ? If so then please tell me how do you manage books for them if they dont get books from library ?

Ans. Although I can not spend much money on books but to the best of my possible resource I manage books for them from friends and some books which are very much necessary I purchase

myself for them. I am member of Central Library and Madhav Library which have huge stock of good and interesting books I bring books from there for my children. But I want that these books should be available in their school libraries, because after all this is the responsibility of schools to provide best possible education to children.

3. Do you agree that there is a lack of interest for reading in students and teachers these days ? What may be its possible reason in your opinion ?

Ans. No, I do not agree with this view. If proper literature and guidance is provided to the students and they are encouraged to read good books they will definitely develop interest in reading. The main reason in my view is that the purchase of books is not based on the choice and interest of the students. It is rather based on selfish motives, and therefore many useless books are purchased in school libraries.

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ANNEXURES

ANNEXURE - I

“ग्वालियर नगर के उच्चतर माध्यमिक विद्यालयों के पुस्तकालयों को व्यवस्था दें जना एवं प्रबन्ध”
नामक विषय पर प्रबन्ध लिखने हेतु
जानकारी का संकलन

॥ उत्तरों के लिये ॥

वृपया निम्नलिखित जानकारी देने का कष्टकर्ते । यह जानकारी पूर्ण स्वरूप से गोपनीय रहेगी । यदि आपके उत्तर एक से अधिक हों तो जितने सम्बन्धित हो उन पर निशान लगाइए ।

1- नाम - - - - -

2- कही - - - - -

3- आपके विद्यालय का नाम - - - - -

4- क्या आपके विद्यालय में पुस्तकालय तथा वाचनालय की स्थिति उपलब्ध है ? [उत्तर पर सही का निशान लगाइए ।]

पुस्तकालय हाँ/नहीं

वाचनालय हाँ/नहीं

5- क्या आप पुस्तकालय से पुस्तकें प्राप्त करके पढ़ते हैं ? [उत्तर पर सही का निशान लगाइए ।] हाँ/नहीं

6- यदि आप पुस्तकालय से पुस्तकें लेकर पढ़ते हैं तो क्या बताइए कि आपको कैसी पुस्तकें पसंद हैं ? [उत्तर पर सही का निशान लगाइए ।]

1- अपने को से सम्बन्धित पुस्तकें

2- अपने निर्धारित पाठ्य विषयों पर आधारित पुस्तकें

3- कहानियाँ/उपन्यास/कविता सम्बन्धी पुस्तकें

4- विज्ञान सम्बन्धी पुस्तकें

5- सामान्य ज्ञान सम्बन्धी पुस्तकें

6- अन्य विविध विषयों पर आधारित पुस्तकें

पुस्तकें पढ़ने को पीछे आपका क्या उद्देश्य रहता है । इसमें सम्बन्धित उत्तर पर सही का निशान लगाइए ।

- 1- अपने पाठ्य विषयों से सम्बन्धित ज्ञान को बढ़ाना
- 2- किसी परीक्षा विशेष को तैयारी करना
- 3- मात्र मनोरंजन के लिए पढ़ना
- 4- समय बिताने के लिये पढ़ना
- 5- अपना सामान्य ज्ञान लढ़ाने के लिये पढ़ना
- 6- अपने माँ बाप या दूसरों को यह दिखाने के लिये कि आप एक पढ़ने वाले लड़के हैं ।
- 7- अन्य कोई उद्देश्य

आप एक बार भैं कितनी पुस्तकालयीं से प्राप्त करते हैं ।
सैंक्य
यदि आप पुस्तकालय से पुस्तकें नहीं लेते हैं तो क्या इसलिए कि -

- 1- आपको पढ़ने में समय नहीं है ।
- 2- आपकी मन पसन्द पुस्तकें पुस्तकालय में नहीं हैं ।
- 3- आपको पुस्तकें मिलने में कठिनाई होती है ।
- 4- आपको अपनी कोई की पुस्तकें पढ़ने से ही फ़ुरस्त नहीं है ।
- 5- आपको यह नहीं मालूम कि कोई के अतिरिक्त भी पुस्तकें पढ़ना ज्ञान दृढ़ और मनोरंजन के लिए आवश्यक है ।
- 6- छात्रों को अपने कोई के अतिरिक्त अन्य पुस्तकें नहीं पढ़ना चाहिए ।

- क्या आप अपने पुस्तकालय से प्राप्त सूचियों से सम्बन्धित हैं/नहीं
- आप अपने पुस्तकालय में क्या सूचार चाहते हैं । क्या अपने सुझाव सैंक्य में दीजिए ।

12- आप पुस्तकालय से प्राप्त पुस्तकों को कितना पढ़ते हैं ।

1- पूर्ण त्व में

2- सम्बन्धित अंश

3- लक्चार अंश

4- इधर उधर से पन्ने पलट कर लौटा देते हैं

5- बिना पढ़े ही लौटा देते हैं ।

13- पन्द्रह दिन में आप और सत त्व से कितनी पुस्तकें पढ़ते हैं । संख्या लिखिए तथा उत्तर पर सहो का निशान लगाइए ।

1- अपने पाठ्य विषयों से सम्बन्धित

2- ऐतिहासिक

3- साहित्यक

4- ऐक्षिक

5- सामान्य ज्ञान से सम्बन्धित

6- अन्य

ANNEXURE - II

“ग्रामियर नगर के उच्चतर माध्यमिक विद्यालयोंमें
पूस्तकालयों को व्यवस्था योजना एवं प्रबन्ध”
नामक विषय पर प्रबन्ध लिखने हेतु
जानकारी का संकलन

कृपया निम्नलिखित जानकारी देने का कर्त्तव्य करें। यह जानकारी पूर्ण रूप से गोपनीय रहेगी।

“शृङ्खला के लिये”

1- नाम - - - - -
 2- पद - - - - -
 3- शिक्षा संस्था का नाम - - - - -
 4- आपके शिक्षण के विषय - - - - -
 5- क्या आपको आपके विद्यालय में पुस्तकालय से आपको आवश्यकतानुसार पुस्तकें प्राप्त हो जाती हैं ?
 हाँ/नहीं ।
 6- एक माह में आपको पुस्तकालय से कितनी पुस्तकें प्राप्त होती हैं १ ४०८८ पर सहीनिशान लगाइए॥
 ॥१॥ पुस्तकों की संख्या
 ॥२॥ आवश्यकतानुसार कितनी भी ले सकते हैं
 7- आप कितने समय तक पुस्तकें आपसे पास रखते हैं ?
 ॥१॥ दिनों को संख्या
 ॥२॥ माहों को संख्या
 ॥३॥ वर्षों को संख्या
 8- क्या आप अपने छातीकालीन उपयोग के लिये पुस्तकें लेते हैं या छात्रों और मित्रों को कृतार्थी करने के लिये ?
 ४०८८ पर सही का निशान लगाइए॥
 ॥१॥ छातीकालीन उपयोग के लिये ।
 ॥२॥ छात्रों के उपयोग के लिये ।
 ॥३॥ मित्रों के उपयोग के लिये ।
 ॥४॥ उपर्युक्त तीनों के उपयोग के लिये ।

9- आप किस उद्देश्य से पुस्तकें पढ़ते हैं ? [उत्तर पर सही का निशान लगाइए]

॥१॥ कदा भै पढ़ाने को लेया री के लिए ।

॥२॥ ज्ञान-वृद्धि के लिए ।

॥३॥ अध्ययन का आनन्द लेने और मनोरंजन के लिए ।

॥४॥ उपर्युक्त लीनों के लिए ।

10- क्या आप छात्रों को पुस्तकालय से अच्छी पुस्तकें लेकर पढ़ने को सलाह देते हैं ?

[उत्तर पर सही का निशान लगाइए]

हाँ/कभी-कभी/कभी नहीं ।

11- क्या आप छात्रों की पुस्तकालय से पुस्तकें प्राप्त करने में सहायता करते हैं हाँ/नहीं

12- छात्रों भै पुस्तकें पढ़ने को आदत आजने के लिये आपने क्या प्रयास किये हैं ?
या करने को सोच रहे हैं ?

13- आपको किस प्रकार को पुस्तकें पढ़ना पसन्द है ?

॥१॥ आपने शहरी विषय से संबंधित ।

॥२॥ साहित्यक

॥३॥ शिक्षा संबंधी ।

॥४॥ सामान्य ।

॥५॥ सभी प्रकार की ।

14- छात्रों को पुस्तकालय से पुस्तकें प्राप्त कर पढ़ने बाबत आपके ध्या विचार हैं ? [उत्तर पर सही का निशान लगाइए]

॥१॥ उन्हें पुस्तकालय को पुस्तकें पढ़ने में सहायता करना चाहिए ।

॥२॥ सहायता की नहीं है ।

॥३॥ सहायता की परन्तु पुस्तकें प्राप्त करने में असमर्थ है ।

॥४॥ सहायता की परन्तु पुस्तकें प्राप्त करने में कठिनाई कारण उस और ध्यान नहीं देते

15- ब्रह्मांक 14 में व्यक्त अपने मत के लिये क्या कोई कारण भी आप दे सकते हैं ? कृपया लिखिए -

16- अपने विद्यालय की वर्तमान परिस्थितियों को ध्यान में रखते हुए पुस्तकालय के उत्तम उपयोग के लिये आपके क्या सुझाव हैं ?

17- अपने कठोर अध्यापन के समय क्या आप दृश्य-शब्द सामग्री का भी उपयोग करते हैं ? यदि हाँ तो कौन सी सामग्री का उपयोग आप प्रायः करते हैं ? और कौन सी सामग्री का उपयोग आप सामान्यतः नहीं करते ?

प्र॒ उप॑ नहीं

प्र॒ सामग्री का नाम प्रायः उपयोग सामान्यतः उपयोग
करते हैं । नहीं करते

18- पन्द्रह दिन में आप औसतन कितनी पुस्तकें पढ़ते हैं ?

पुस्तकों की संख्या

19- कोई जन्य सुझाव अध्यार विद्यार आप व्यक्त करना चाहें तो कृपया करिए ।

आपके सहयोग के लिये हार्दिक धन्यवाद,

आपका,

डॉ० वीरेन्द्र सिंह परिहार
प्राचार्य,
शा०उ०मा०वि० क्र००-२
मुरार-खालियर

“ग्रामीण नगर के उच्चतर माध्यमिक विद्यालयों के पुस्तकालयों को उपलब्ध योजना एवं प्रबन्ध का अध्ययन” नामक विषय पर प्रबन्ध लिखने हेतु जानकारी का संकलन

प्रश्नावली

पूर्स्तकालय प्रभारी के लिये

कृपया निम्नलिखित जानकारी देने का कष्ट करें, यह जानकारी पूछे स्पष्ट से गोपनीय रहेगी ।

सैख्या	नाम
1- पुस्तकालय
2- वाचनालय
3- द्रश्य भव्य सामग्री कक्ष

1- पूर्स्तकालय .....	.....
2- वाचनालय .....	.....
3- द्रव्य श्रव्य सामग्री .....	.....
4- स्वर्थ के लिये .....	.....
6- क्या आपके पास पूर्स्तकों रखने के लिये पर्याप्त अल्मारियाँ हैं ? यदि नहीं तो पूर्स्तकों कहाँ और कैसे रखते हैं ?	.....

7- शब्द के लिये आपने क्या वर्गवस्था की है ?

- 1- कार्डों के छारा बैटलौगिंग
- 2- वर्गीकृत
- 3- अन्य

8- कथा आपके पुस्तकालय में दृश्य क्षब्द सामग्री भी है ? यदि हाँ तो कथा इनके उपयोग के विषय में बतलाइए -

१० वस्तु अथवा सैव्या उपयोग उपयोग हीता ही
मरीन का नाम नहीं नित्य साप्ताहिक

१०- आपके पुस्तकालय में वर्तमान में कितनी पुस्तकें हैं ? और वे मुख्यतः किस प्रकार को हैं ?

क्र०	प्रकार	संख्या
1-	पाठ्यक्रम पर आधारिति .....	.....
2-	साहित्य .....	.....
१।	कविति .....	.....
१२।	उपन्यास .....	.....
४३।	साहित्य के इतिहास संबंधी .....	.....

3- शिक्षा - - - - -
 4- कला - - - - -
 5- विज्ञान - - - - -
 6- संस्कृति - - - - -
 7- सामाजिक विज्ञान - - - - -
 8- विविध - - - - -
 9- छात्रों द्वारा पुस्तकों चयन करने के लिये आपके यहाँ विधा पढ़ति है
 ४। जहाँ का नियान लगाइए।

४। १ खंडी व्यवस्था

४। २ बंद व्यवस्था

४। ३ अन्य कोई

10- क्या विद्यालय के समय विभाजन के द्वारा इम टेबिल में पुस्तकालय के लिये कोई कालखंड निर्धारित है ।
 हाँ/नहाँ

यदि नहाँ तो छात्रों को पुस्तकालय से पुस्तकों कैसे प्राप्त होते हैं ।

11- विगत दो वर्षों में आपके पुस्तकालय से कितनी पुस्तकों दो गई ।

संख्या
 82-83

संख्या
 83-84

॥।।। छात्रों द्वारा

॥।।। शिक्षकों द्वारा

12- छात्रों द्वारा शिक्षकों को पुस्तकों दिए जाने के क्या नियम हैं ।

एक बार मैं कितनी कितने दिन सामान्यतः कोई नियम पुस्तकों दो जाती रख सकते हैं कितने दिन नहाँ हैं। रखते हैं।

छात्रों के लिए

शिक्षकों के लिए

13- कथा आपको निर्मालित से पर्याप्त सहयोग प्राप्त होता है ।

११४ प्राचार्य से	हाँ/नहीं	बहुत कम
१२४ शिक्षकों से	हाँ/नहीं	बहुत कम
१३४ अत्रों से	हाँ/नहीं	बहुत कम
१४४ अन्य कमिचारियोंहाँ/नहीं		बहुत कम

14- आपके साथ किस तर्फ भै व्यवहार किया जाता है । उसका का निशान लगाइए।

४१४ रिक्तों के समान फैक्टरी भेंटरा
४२४ भिन्न स्तर के कर्मचरी के समान

15- डाक्टरों एवं शिक्षकों को पुस्तकालय में नवीन पुस्तकें आने को बात आप किस प्रकार प्रकट करते हैं ?

6- कितने दैनिक/पत्र पत्रिकाएं आदि आप पुस्तकालय में मुँगवाते हैं 9 कृपया

निम्नानुसार विवरण दीजिए ।

३० नाम क्ल विन्दी औजी संस्कृत मराठी उर्द्द अन्य योग संस्कृता

- 1- दैनिक
- 2- साधारण
- 3- पारिष्क
- 4- वैमासिक
- 5- मासिक

17- उन्होंने पुस्तकालय के अधिकारिक उपयोग के लिये आपने पुस्तकालय प्रभारी के स्व भै कौन-कौन से कदम उठाए हैं ?

18- क्या आपके विरच्छा अधिकारियों/पदाधिकारियों द्वारा आपके स्कूलावों को और पर्याप्त ध्यान दिया जाता है - हाँ/नहीं/बहुत कम

19- क्या प्राचार्य और अन्य विरच्छा अधिकारी/पदाधिकारी आपसे निम्नलिखित कार्य के लिये आपका सहयोग मांगते हैं । १ सही का निशान लगाइए।

१। पुस्तकों के क्रय बाबत ।

२। पुस्तकालय को व्यवस्था बाबत ।

३। पुस्तकालय के संधार बाबत ।

४। पुस्तकालय के बेहतर प्रयोग के लिए ।

20- अन्य संघीकृत एवं आवश्यक जानकारी जो उपर्युक्तानुसार नहीं दी जा सकती है कृपया यहाँ दीजिए ।

21- पुस्तकालय सेवा योजना में सुधान के लिये स्कूल यदि हो तो देने का कर्त्ता कौन है ।

23- छात्रों एवं शिक्षकों द्वारा किस प्रकार की पुस्तकें अधिकांशतः पढ़ी जाती हैं । १ सम्बन्धित कालम में सही का निशान लगाइए ।

पाठ्यक्रम पर साहित्यिक विज्ञान सामान्य सामाजिक अन्य बाधाएँ विज्ञान

1- छात्रों द्वारा

2- शिक्षकों द्वारा

एनेकसचर - IV

“गवालियर नगर के उच्चतर माध्यमिक विद्यालयों के पुस्तकालयों की व्यवस्था योजना एवं प्रबंध का अध्ययन” नामक विषय पर प्रबंध लिखेने हेतु जानकारी का संकलन

प्राचारों के लिये

कपया नमनलिखित जानकारी देने का कष्ट करें, यह जानकारी पूर्ण रूप से गोपनीय रहेगी ।

1- नाम - - - - -
2- शिक्षण संस्था जहाँ कार्यरत है - - - - -
3- आपको संस्था में छात्रों तथा शिक्षकों की संख्या - - - - -
कुल छात्र
कुल शिक्षक

4- क्या आपके विद्यालय में पुस्तकालय की सुविधा उपलब्ध है ? हाँ/नहीं
5- क्या आपके पुस्तकालय में लाइब्रेरियन है या कोई शिक्षक लाइब्रेरियन के रूप में कार्य कर रहा है ?
१॥ लाइब्रेरियन है ।
२॥ लाइब्रेरियन के रूप में शिक्षक कार्य कर रहा है ।
6- क्या लाइब्रेरियन प्रशिक्षित है ? हाँ/नहीं
7- आपके विद्यालय में कितने प्रकार के पुस्तकालय है ? [उत्तर पर सही का निशान लगाइए]
१॥ सामान्य पुस्तकालय
२॥ कक्षा पुस्तकालय
३॥ विषय अथवा विभागीय पुस्तकालय ।
४॥ अन्य कोई ।
8- आप पुस्तकों किस प्रकार से प्राप्त करते हैं ? [उत्तर पर सही का निशान लगाइए]
१॥ अपने विराषठ कार्यालयों से
२॥ स्वयं के द्वारा क्रय करके
३॥ छात्रों/जन सहयोग से
४॥ उपर्युक्त दोनों/तीनों प्रकार से ।

४१४ अपने विराट कार्यालयों से

४२४ स्वर्य के भारा क्रय करके

४३४ छात्रों/जन सहयोग से

४४८ उपर्युक्त दोनों तीनों प्रकार भे

9- क्या विद्यालय में पत्रन्यूक्तिकारों तथा पुस्तकों का चयन करने के लिये
कोई चयन समिति है ? हाँ/नहीं

10-विद्यालय में पुस्तकें क्रय करने के लिये कोई क्रय समिति है ? यदि हाँ तो पुस्तकें क्रय करने के बया स्थान निर्धारित किये गये हैं ?

।। आपके विद्यालय को कार्यालय बद्य देते कितना आवंत प्राप्त होता है ?
इसमें से आप पुस्तकालय की पुस्तकें तथा पुस्तकालय संबंधी सामग्री क्य करने
के लिये कितना बद्य करते हैं ? क्षेत्र निम्नानुसार विवरण देने का कष्ट करें ।

वर्षे वृक्ष आर्द्धित प्राप्ति पुस्तकें क्रय पुस्तकालय संबंधी सामग्री दाति करने पर व्यय क्रय करने पर व्यय

B2-B3

83-84

12- शास्त्रोय निधि के अतिरिक्त किसी अन्य निधि से भी वहा आप पुस्तकें क्रय करते हैं । यदि हाँ तो उस निधि का नाम लिखिए ।

13- वया आपको पुस्तकें क्रय करने के लिये पृथक् से राशि आर्वाणित की जाती है अथवा आप अपने कार्यालय की आकर्त्त्व निधि से व्यय करते हैं ।

१०८ पद्म से

५२॥ अक्षिस्मृति निधि भे

४३८ दोनो रम से ।

15- भावों तथा शिक्षों द्वारा आपके विद्यालय का किस सीमा तक
तक उपयोग किया जाता है ?

पूरी रूप से उंशतः बिल्कुल नहीं

भावो द्वारा

शिक्षों द्वारा

16- अपने पुस्तकालय को सुविधा भावों तथा शिक्षों की उपलब्ध कराने के
लिये कदम उठाए हैं ?

17- क्या आपके पास पुस्तकों, पत्र-पत्रिकाएं तथा दूरध्य-शब्द सामग्री रखने के लिये
पर्याप्त आत्मारियां और पर्याप्त रखनीचर हैं ? हाँ/नहीं

18- अपने विद्यालय के पुस्तकालय की सेवाएं और अधिक प्रभावशील तथा उपयोगी
बनाने के लिये आपके क्या सुझाव और योजनाएं हैं ?

19- क्या आपने विद्यालय के समय विभाजन छक्के में पुस्तकालय उपयोग के लिये
पृष्ठक से काल खण्ड को व्यवस्था की है ? यदि "नहीं" की है तो ऐसा करने
में क्या कठिनाई है ?

21४ हाँ/नहीं

22४ कठिनाई

20- उच्चतर माध्यमिक विद्यालयों में पुस्तकालयों का प्रावधान करने के लिये मोप्रो
शासन के अन्तर्गत क्या नियम और सिद्धान्त हैं ?

21- आपके अन्य कोई विचार ?

आपके सहयोग के लिये धन्यवाद

आपका

डॉ० लीरेन्ड्र सिंह परिवार
शा० ०४०मा००वि०४०-२
मुरार-ग्वालियर

ANNEXURE - V

INTERVIEW SCHEDULE

My Dear,

Your views are required to help me for writing a dissertation on the study of planning and management of school libraries of Higher Secondary Schools of Gwalior city under the auspices of National Institute of Educational Planning And Administration, New Delhi in partial fulfilment of D.E.P.S. training for the session 1984-85.

Kindly oblige me by giving your views on the following. If you find the space insufficient you can use a separate sheet of paper.

1. Do you feel that a good library is necessary for a school ?
2. Do you feel that adequate importance is not given to libraries in schools these days ? if you agree to this, please let me know as what are the reasons of this in your opinion ?
3. Do you agree that there is lack of interest for reading in students and teachers these days ? What may be its possible reasons in your opinion ?

4. There is a great relation of thoughts with the personality of humanbeings. Do you not feel that infection of human feelings these days is greatly due to the fact that we have gone far away from the company of books ? Kindly give your suggestions as what can be done to bring back the society specially of youths to the world of books ?
5. What is the image of a good school library in your mind ?
6. What in your capacity of an administrator you would like to do or propose to do for the improvement of school libraries of your area ?

Thanking you,

Yours sincerely,

(Dr. V. S. Parihar)
Principal,
Govt. Higher Secondary School,
No. 2 Morar, Gwalior

ANNEXURE - VI

NAMES OF SCHOOLS SELECTED FOR SAMPLE STUDY

GOVT. INSTITUTIONS :

1. Govt. J. A. Sindh Higher Secondary, School, Lashkar, Gwalior.
2. Govt. Hari Darshan Higher Secondary, School, Lashkar, Gwalior.
3. Govt. Jiwaji Rao Higher Secondary, School, Lashkar, Gwalior.
4. Govt. Padma Girls Higher Secondary, School, Lashkar, Gwalior.
5. Govt. Mama Ka Bazar Girls Higher, Secondary School, Lashkar, Gwalior.
6. Govt. Girls Higher Secondary School, Thatipur, Morar, Gwalior.
7. Govt. Maharani Laxmi Bai Girls Higher, Secondary School, Morar, Gwalior.
8. Govt. Boy's Higher Secondary School, Gwalior.
9. Govt. Boy's Higher Secondary School No. I, Morar, Gwalior.
10. Govt. Patel Higher Secondary School, Gwalior.

GOVT. AIDED PRIVATE SCHOOLS :

1. Laxmi Bai Smarak Higher Secondary School, Lashkar, Gwalior.
2. Miss Hill Higher Secondary School, Lashkar, Gwalior.
3. Sanatan Dharma Girls Higher Secondary School, Lashkar, Gwalior.
4. D.A.V. Higher Secondary School, Lashkar, Gwalior.
5. J.C. Mills Higher Secondary School, Gwalior.